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The project discussed in this report attempts to establish, within a real school setting, a comprehensive and viable way of determining and reporting the growth and development of kindergarten and primary grade children in the public school. The project was developed by a steering committee of faculty members from the Clayton School District of Clayton, Missouri. One of the Clayton schools was chosen to implement the bits and pieces of the program as it was developed. Full-scale implementation of the system is to occur in that pilot school in the 1968-69 academic year. The comprehensive evaluation and reporting system consists of two major parts: (1) a comprehensive student folder to follow the student from kindergarten through grade six and (2) reports to parents, including (a) two written reports per year and (b) two parent conferences per year. The specific types of information to be kept in the student folder are indicated in Appendixes A through I of this report. Also sketched in this report are eight recommendations and 22 ideas considered in developing the evaluation and reporting system and nine areas of information about each child to be investigated and reported in the folder. (WD)

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FINAL REPORT

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June, 1968

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DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE EVALUATION AND REPORTING SYSTEM FOR KINDERGARTEN AND PRIMARY GRADE SCHOOLS

Project No. 6-8562

Grant No. OEG-3-7-068562-2928

Dr. William D. Hedges
Dr. Elmer R. Kane

June 1968

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The School District of Clayton

Clayton, Missouri

PS 001320

FINAL REPORT

Project No. 6-8562

Grant No. OEG-3-7-068562-2928

DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE EVALUATION AND REPORTING SYSTEM FOR KINDERGARTEN AND PRIMARY GRADE SCHOOLS

June 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Last, but by no means least, it is a pleasure to acknowledge Mrs. Frances McLaren, who typed, proofread, and assembled all the materials, and who handled the many details involved in a project of this type.

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The School District of Clayton

1967 - 1968

Introduction

The purpose of this project was to develop and field test a comprehensive evaluation and reporting system for kindergarten and primary grade children. Specifically, the objectives were as follows:

1. To identify in specific terms those aspects of a child's growth and development which relate directly or indirectly to his success in school and are susceptible of measurement.
2. To locate, evaluate, and select instruments which can validly assess the factors identified in 1. above.
3. To construct a comprehensive, but realistic, recording system, preferably employing graphical means, with such system to provide for: (a) diagnosis (b) depiction of student growth, and (c) prescription of an educational program.
4. To field test and revise this recording system during the 1967-68 school year with emphasis on: (a) prescribing in detail the educational program of a small group of children in kindergarten through second grade, (b) working with the teachers and parents concerned to implement the system, (c) making suggestions for improvement, and (d) assessing its general feasibility.
5. To implement in 1968-69 the resulting reporting form, along with the program of testing, diagnosis, and prescription which it will entail.

The purpose of this study is to construct, field test, and implement an evaluation and reporting system for the kindergarten, primary, and (ultimately) the upper elementary levels in the Clayton Public School System. This system will (1) reveal most aspects of the child's development immediately upon entry in the school, (2) be diagnostic in its orientation, (3) relate clearly and directly to means for prescribing the educational environment the child should have, and (4) report growth over time in a clear and reasonably practical manner.

It is probably safe to say that the vast majority of grading and evaluation systems in effect today in American public schools tend to reflect student achievement rather than student growth. As such they are generally based on the normal curve concept and applied to a heterogeneous student body. This emphasis invites comparisons while not telling the whole story. By restricting their assessment to the cognitive area, by confining their comparisons to a normative base, and by not focusing on changes in students, schools remove the teacher's attention from the main issue, i.e., how well is Johnny performing in each area in terms of his own total and unique pattern of attributes?

The evidence is overwhelming that our grading and reporting systems tend to reflect achievement at given points in time rather than to emphasize growth, because the assessment of growth necessitates both pre- and post-measures. Despite the over-abundance of standardized tests administered in schools today, few schools (1) pre-test on a broad but highly specific front, (2) diagnose, (3) prescribe, (4) implement, (5) evaluate and repeat. There is a breakdown between the gathering of the data, its perusal, and follow through on its implications. Also, and as indicated above, the data gathered are relatively narrow in scope in that they deal largely with the cognitive elements of child development, and generally ignore the physiological and affective domains.

Far too frequently, one can walk into any school system in the country and ask for the child's folder and determine that (1) there is very little information, (2) it is not often used by the teacher, (3) what information there is is not being used to modify the child's program, and (4) teachers and parents are not satisfied with their reporting systems.

Being cognizant of the inadequacies in their grading and evaluation and reporting systems, some schools over the years have endeavored to eliminate "grades." Substitutions such as "S" and "U" on check lists or letters have been substituted. In a few systems the letters have been successful, but even when much has been accomplished, there has usually been a strong tendency to revert after a few years --too often after a considerable amount of community turmoil. Such outcomes might have been predicted because, in the American culture, parents do value grades, students do expect them, grades do provide some kind of succinct summary of progress (or its lack), and grades do motivate students whether we want to admit it or not. The mere elimination of grades is not the solution.

The crux of the matter is the development of a workable system of assessing child growth and development, interpretable to parents, useful to teachers, and vitally related to the design of each student's school program. In short, grades are only a reflection of the real issue. They are only a symptom of the problem. The real issue is the building of a better curriculum, i. e., a curriculum tailored more nearly around the individual for the purpose of optimizing his growth. This involves (in fact, makes mandatory) improved processes of evaluation.

With the advent of continuous progress school programs, the problem has become even more glaringly apparent, i. e., how does one report where each child is on the continuum--how well he is performing at a given point in time and how far he has come and how this relates to his unique pattern of attributes? It is not sufficient any longer to classify youngsters as "bright," "average," or "slow." These are meaningless, often damaging terms which do not provide for clear, detailed, specific attention to specific traits.

The Clayton Public School System is one of the better school systems in the country if one judges by per capita expenditure per year of almost $1,000, and yet we do not have an adequate system of evaluation. We have a testing bureau which administers a Binet to every child. We have remedial teachers. There are special teachers for art, for physical education, for music, and for foreign language. The pupil-teacher ratio is low (20-1). Still, we do not have an adequate evaluation system.

It is unlikely that other school systems, burdened by problems nonexistent in Clayton, such as large class size, inadequately trained teachers, et al, have given adequate attention to this problem either. It is the belief of the investigator that if a school system such as Clayton could construct and thoroughly field test and implement a comprehensive form of pupil evaluation that really works, it could make a contribution. By really works is intended a system of evaluation that relates directly to the student's educational program, is interpretable to parents, and is not overburdensome to teachers. Such a contribution would be useful not only to Clayton, but to those school systems which, in the near future, will also need to improve their programs of diagnosis and educational prescription for all students.

Warren G. Findley[1] describes the standardized test as a means of appraising intellectual growth. He indicates how such tests can be used as a basis for the instructional process. Most important to this proposal, he pinpoints one of the key needs of evaluation systems, i. e.,

> "A systematic school testing program in a school maintaining such individual records assures that generally useful measures of readiness are available for each child, not only for immediate assessment, but cumulatively for evidence of growth trends."

Annie L. Butler[2] points out the need of teachers to have more specific information about individual children as a means of determining those curriculum changes which not only are conducive to intellectual, but are in accord with healthy personality developments. As she says:

> "The lack seems to be in supplying teachers with adequate instruments in determining the developmental status of the children with whom they are working. . . What seems to be needed among other available resources is a comprehensive instrument to help teachers evaluate the child's behavior at school--an instrument which will give the teacher a clear picture of how the child behaves at school in order that all aspects of his behavior may be considered in group placement and in curriculum planning."

Ralph W. Tyler[3] over thirty years ago, described the concepts involved in diagnosis, including measurement followed by inference and suggested a variety of techniques. Unfortunately, a statement he made then is virtually as true today, i. e.:

> "Judged by the principle that a record should describe accurately all the significant reactions that actually took place, most rating scales, most score cards, many interest questionnaires, and many personal interviews are unsatisfactory."

Tyler, in addition, suggests criteria which an evaluation system should reflect including defining with precision the behavior to be evaluated, attaining reliability, developing records, making the records practicable and interpreting the results.

Croft Educational Services[4] in 1965, published some material designed to help with reporting systems in non-graded programs. Their reporting system is designed to show where on the continuum certain mathematical concepts, skills, and knowledge belong and to depict their relationship to local or other norms. Their system is indicative of one facet which a comprehensive evaluation system might contain.

In his 1965 review of trends in testing, Henry Moughamian[5] describes the measurement of change as a problem of primary significance. Of particular relevance here is his statement that:

> "Without a reliable estimate of the degree of change characterizing a student's or group's performance, valid appraisals of methods of instruction, of materials used in instruction, and of other variables influencing achievement cannot be made."

It is precisely here, and concomitant with the need for the development of theoretical models that steps should be taken in the field to test on means for assessing changes in students and for relating those to configuration patterns of child development and the efficiency of prescribed educational environments.

Introduction (cont.)

Symptomatic of the problem is the appearance in urban areas of psychologically oriented clinics which provide programs of diagnostic testing and programmed remediation for children with specific learning disabilities, study-habit problems, and speech handicaps. Many of these are private organizations designed to earn a profit, but they indicate a need felt by affluent parents concerned about their children and (more important) could provide a source of data were their efforts and findings collated and interpreted. At present, their successes and their failures, too often, go unreported and remain unknown.

Another facet of this problem is symbolized in the work of Kane and Gettman[6]. According to them:

> "A child is ready to learn when his mental skills, his motor skills, his language and speech habits, the scope and nature of his prior experiences, and his emotional and social background come to bear upon new experiences which can be assimilated into new learning patterns."

Implicit in their work is the question of what awareness is brought to the teacher in the realm of perception, i. e., how ready is the child for the tasks that are placed before him? On what basis does the teacher make the decision as to what to place before the child and yet, as Gertrude Hildreth[7] points out so clearly:

> "The wider the discrepancy between the teachers' demands of pupils and their state of readiness for instruction, the more mechanical the children's attempts at learning become."

Clearly indicative of the present inadequate state of evaluating and reporting pupil progress is the 1965 report by John W. Rothney[8], under the auspices of the Department of Classroom Teachers of the National Education Association:

> "There is also demand for information that describes a pupil's progress in a way analytical enough to give helpful guidance and to indicate the pupil's likelihood of success in continuing to work in certain fields, both in later years in school and in advanced institutions. *There is still need for the invention of a way to direct the minds of pupils, parents, and classroom teachers away from marks toward the fundamental objectives of education.* (Italics mine) Such reports need to show appreciation for the poorest pupils' good qualities while the best pupils' weaknesses are pointed out. When reports can do these things and also add recommendations of ways in which pupils can be helped to overcome weaknesses and use strengths more effectively, they can become potent tools in the improvement of schools."

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Introduction (cont.)

Germane to this prospectus is the recommendation by Rothney[8] that classroom teachers and research workers persist in their attempts to develop improved methods of reporting pupil progress.

Similar in vein is the statement by H. Elizabeth Hagen[9] of the need for improved ways of integrating the results of appraisals into a comprehensive evaluation of students.

One of the more comprehensive treatments of the concept of growth is students and its reporting has been done by J. Stanley Ahmann and Marvin D. Glock[10] who point out:

> "Growth and achievement are different concepts. . .All too often individual differences with respect to ability and prior experience are not considered when evaluating present achievement."

SUMMARY: The statement by Ahmann and Glock is the crux of the problem. Our school systems are organized to assess achievement at points in time. They are not organized nor equipped to 1) examine the totality--the unique configuration of each student's development along many lines, 2) make periodic assessments of change, 3) report these changes in terms more meaningful to parents than just norms, and 4) relate the subsequent program, to the extent resources permit, to the indicated needs of the student.

Only a sampling of the literature has been reported, but it is sufficient to be indicative of the problem. It is also indicative of the fact that a great deal is known today about how to measure many facets of a child's growth. The need to do not only this, but to provide the follow through, is very clear.

Methods

As indicated in the introduction, this is not a basic research project. Rather, it is an attempt within a real school setting to establish a comprehensive and viable way of determining and communicating the growth and development of young children in a public school setting. For this reason it was necessary to secure the understanding and aid of the faculty members. Permeating this applied research effort is the recognition that most of us (as teachers, supervisors, and administrators) operate from year to year, from month to month, from week to week, and from day to day, with very little specific and immediate information about the particular strengths and weaknesses of our students. In fact, if we were pressed, we would have to admit that not infrequently we just do not have adequate data about the specific learning deficiencies and strengths of numbers of our students. Even so, we are compelled to operate every day making decisions about our students. The question arises as to whether there cannot be developed some way to maintain continually-updated, recorded information on students that will enable us to understand and work with them better than we might without this information.

The project was explained to all principals of the Clayton elementary schools with the request that they in turn discuss the project with their respective faculties. Following this, each principal was asked to report as to whether or not his school wished to participate. Three of the five school faculties were interested. For a variety of reasons, of no real significance here, the principals and investigators chose the Meramec Elementary School.

Being the pilot school meant that there would be active participation in the project by the principal, Dr. Mueller; the kindergarten teacher, Mrs. Lucile Harder; the two first-grade teachers, Mrs. Mina Leibowitz and Mrs. Eleanor Newman; and the two second-grade teachers, Mrs. Ida Mueller and Miss Ardis Jorndt. In addition, it was decided that there would be one teacher representative from the primary grades of each of the four other elementary schools--Miss Patricia Bever from Maryland; Mrs. Nadean Hirth from McMorrow; Mrs. Maurine Burstein from Glenridge; and Mrs. Helen Hume from DeMun--as well as the Director of Pupil-Personnel Services, Dr. Dorothy Miller, and three Guidance counsellors, Mrs. Patricia Otto, Mrs. Virginia Wilson, and Mrs. Marilyn Susman. This group of fourteen persons and the Chief Investigator constituted the Steering Committee for the project.

The rationale for the above organizational approach was that a) there should be a commitment to pilot the program in one elementary school in Clayton, but also b) each of the other school faculties should be kept informed so that there would be increased possibility of system-wide implementation of the project should it be successful.

Methods (cont.)

The first meeting of the Steering Committee was held on March 15, 1967. The two major purposes of this meeting were a) to organize, and b) to identify consultants who should be invited to meet with us during the spring of 1967, the fall of 1967, and the spring of 1968. During this first meeting several basic procedures were adopted.

1. A consultant should be brought in about once a month.
2. This consultant would
    a. Make a major address to all interested faculty members
    b. Meet for one full day with the Steering Committee in a seminar context
3. As rapidly as ideas were agreed upon to be sound, attempts would be made to implement them gradually in the fall of 1967 and the spring of 1968 in the Meramec Elementary School.
4. Hopefully, a comprehensive evaluation and reporting program would have been developed by May of 1968, and this program would be fully implemented for the 1968-69 school year.

The schedule of events that resulted from this first planning meeting is as follows:

April 19, 1967	Mr. William Ferzacca, Educational and Child Development Consultant, Clayton, Missouri
May 25-26, 1967	Dr. Edward Frierson, Professor of Special Education at the George Peabody College for Teachers
September, 1967	The Bureau of Pupil-Personnel Services, under the direction of Dr. Dorothy Miller, administered the following tests to the Kindergarten children in the Meramec Elementary School: 1. Wechsler Pre-School Intelligence Test 2. SRA Pre-Primary Profile 3. Monroe Primary Form of Reading Aptitude Tests 4. Test for Auditory Discrimination 5. Test for Visual Acuity 6. Wetzel Grid for Evaluating Physical Fitness

Methods (cont.)

	In addition, the School District Social Worker, Mrs. Ruth Buchan, held an interview with each parent to secure background information using the Pre-School Attainment Record by E. A. Doll
September 28-29, 1967	Dr. Armin Grams, Consultant from the Merrill Palmer Institute, Detroit, Michigan
October 12-13, 1967	Dr. James L. Hymes, Professor of Early Childhood Education, University of Maryland
October 26-27, 1967	Dr. Eleanor Kenney, Director of the Miriam School, Webster Groves, Missouri
November 9-10, 1967	Dr. Jules Henry, Professor of Anthropology and Sociology at Washington University
November 29, 1967	Mr. William Ferzacca met with us once again, this time to analyze in depth test data gathered on several children, and to consider implications of these data for the instructional program of each child. At this meeting it was also decided that normative data for Clayton should be produced for study of its potential as a facet of the reporting system (Appendix F)
January 11-12, 1968	Dr. Warren Shepler, Director of the IPI Program at the Oakleaf School, Pittsburgh, Pennsylvania
February 8-9, 1968	Dr. Louise Bates Ames, Associate Director of the Gesell Institute, New Haven, Connecticut
February 23, 1968	A half-day discussion session was held by the Steering Committee. At this meeting it was decided that further consultants were not needed; what appeared to be more necessary was for the Committee to go to work to examine in depth the ideas and suggestions of the consultants--to sift through these ideas and suggestions and to make recommendations as to the nature of the reporting system which Clayton should adopt.

Methods (cont.)

March 19, 1968

A half-day work session was again held by the Steering Committee. At this meeting unanimity was reached on a number of action items as follows:

1. In reading and mathematics we should develop a list of skills to be learned in an essentially developmental order, although with variable time limits, depending on the child. This list should constitute a record and report of a child's skills mastery as he progresses. It should not include letter grades, or expectations. It should be for Grades K-4.

2. A simple but comprehensive check list of materials should be developed to be used by each student (basic and supplemental) so that the next teacher, or teachers, would know of past experiences of each child.

3. A check list of child behaviors should be constructed with such list to suggest the child's level of social behavior.

4. A check list of objectives or goals relating to self-realization (emotional stability and growth) should be constructed.

5. A standardized testing program should be identified and scheduled.

6. A system for recording (and reporting) standardized test data should be developed for sending to parents, and for use in conferencing with parents.

7. Parent interviews should be established. These interviews should accompany a pre-kindergarten testing and interviewing procedure of each child.

8. A plan (including a calendar) should be established for enabling the above facets of the reporting and evaluation system to be integrated into a workable system enabling usage by the teacher of the data gathered.

Recommendations by the Consultants

No attempt has been made to report in toto the information furnished by the consultants for to have done so would require considerable space. Only those suggestions and ideas which, on a subjective basis, seemed to promise the most value for teachers and principals engaged in developing their own reporting and evaluation systems are included. Nor is there any attempt to attribute certain ideas and suggestions to particular consultants. We have chosen simply to recognize the consultants by listing them, with the implicit understanding that much of what is reported herein derives either directly or indirectly from them as received and interpreted by the faculty Steering Committee of the Clayton Public School System.

Recommendation 1: Virtually all consultants urged that there be some sort of cumulative and longitudinal type record system for each child.

> It was thought that such a system would not necessitate that each teacher begin anew each year with each child. In addition, longitudinal-type information enables a pattern of growth and development to be depicted. This pattern of growth, in turn, enables study of the child's developmental stage which, in turn, lends itself to the concept of prevention as well as remediation. However, it was recognized that many teachers need training in how to secure information, how to record it, and, above all, how to interpret it. Too, it was thought that such a record should clearly emphasize a child's strengths rather than concentrate solely on his weaknesses.

Recommendation 2: The records maintained should be comprehensive and not confined to academic achievement.

> There was recognition that children develop as a totality, and each of many facets of growth interact with and have an effect upon each other. It was considered unrealistic for school people to believe they can most effectively develop the mind (admittedly their major task) without knowledge and understanding of numerous facets of the child's growth. Areas of development considered important are the following:

1. The child's cognitive development
2. The child's physical development
3. The child's emotional stability (self concept)
4. The child's social development

Recommendations (cont.)

5. The child's general academic achievement and growth
6. The child's skills development
7. The child's special aptitudes and interests
8. The child's specific learning disabilities
9. The child's areas of special strength

Concomitant with the need for knowledge in the above areas was the recognition that no amount of information is of much value unless and until it leads to the action stage, i. e., Recommendation 3.

Recommendation 3: *There should be a clear cut and sensitive relationship between the information gathered and the program developed.*

The above suggests an organizational mechanism which guarantees follow through upon the recommendations following from information gathered about a child. For example, if a pre-school spring check-up suggests that a child does not possess the skills to cope with entry into first grade, then this should lead to a) placement of the child in a summer program prior to school entry in order to facilitate his readiness, b) placement of the child in an additional year of appropriate kindergarten experiences, or c) placement of the child into a first grade which operates as a kindergarten for children needing to develop readiness for first grade.

The Committee assumed throughout that *the school should be ready for the child rather than that the child should be ready for the school.* It was felt that the implications of data gathering include the necessity of constructing each child's program around *his* interests, *his* needs, and *his* abilities, rather than the automatic and rigid approach of placement into a grade based on chronological age.

Recommendation 4: *Any adequate reporting system provides for parent and teacher interaction.*

A minimum of two parent-teacher conferences should be held each year with additional conferences at the request of parents and/or teacher. In holding such conferences it was felt that parents should be brought to understand that communication is a two-way street. This suggests that reporting should be a) from school to home, and b) from home to school. Parents, too, have responsibilities for seeing that the schools are informed about the child as he is perceived to operate in the home and the immediate community environment, while teachers are responsible for sharing information about how the child is perceived to operate in the school environment. It was recognized that most teachers will need some training in how to conduct parent-teacher conferences.

Recommendation 5: Several consultants felt that the concept of prediction of probable child success in school be an integral part of any evaluation system.

By prediction of success is meant, assuming the circumstances surrounding the child will remain unchanged, how probable it is that the child will, or will not, meet with success in school. This suggests, however, that if the circumstances are changed, the probability of success can be altered, and this, in turn, implies prevention rather than mere remediation. A number of factors were identified as predictive of success in the upper elementary grades. Factors selected included a) how the child feels about himself (his self-confidence), b) how emotionally secure the child is, c) whether or not the child is in conflict with the home, etc. These factors are discussed later in the report, and suggestions are made concerning how to assess them.

Recommendation 6: The reporting system should be concerned with not only how the child relates on a national, state, or community norms basis, but how he relates in terms of his perceived aptitudes.

The necessity of relating a child's achievement on a national norms basis to other children of similar chronological age was recognized as necessary, but as insufficient. For example, it is not sufficient to accept the fact that a high I.Q. child is achieving at, or above, his grade level norms, for this may be far below what he could, and perhaps should, be achieving.) Norms relate to the mythical average child. Each child is unique. This uniqueness should be reflected in any evaluation of him.

Recommendation 7: An adequate reporting system will provide for conferences with the child at periodic intervals.

It was felt absolutely necessary that children be informed of wherein they have made progress and, in addition that there be indications by teacher and parent of directions to be taken, areas to be emphasized, work to be done. However, indications of needed progress should not be merely of a negative nature, i. e., "You are deficient here, or there--so..." Rather, directions should be phrased to the effect that "You have learned thus and so, and here is the next challenge..."

Recommendation 8: While ideas about an adequate reporting system may be gleaned from many sources, it is incumbent upon each faculty to develop its own.

Implicit in this recommendation is the concept that a pupil recording and evaluation program for children of disadvantaged parents should emphasize facets of child development somewhat different than those that should be emphasized in an affluent, cultured suburban school district. For example, the program of physical health diagnosis should be more elaborate and more directly tailored to collaboration with other community health services than would ordinarily need to be the case in affluent suburbia where the physical health of most children is well looked after by the majority of parents.

Significant Ideas Set Forth By the Consultants

From among the presentations of the consultants, a number of concepts (ideas and suggestions) have been selected as worth serious consideration by any school system contemplating the devising of its own pupil reporting and evaluation system. These ideas come in response to the following question directed to each consultant:

> Question: From the vantage point of your discipline, what does a teacher need to know about children that relates either directly or indirectly to success in school? (emphasis on priorities)

Idea 1: One wit said (and with a large measure of truth) that he could not answer this until he knew what school we were talking about because some schools might require, for example, a high degree of passivity. In such schools, obviously, the successful children would be those children who are most passive, while the unsuccessful children would be those who could not adapt--who could not fit in to the school. This idea (of what school) should remain in the background in all of our thinking about enabling success in school. This idea questions whether the child must be able to adapt to the school, or the school to the child.

Idea 2: Perhaps most helpful to the teacher in enabling her to predict how well the child will do is how this youngster feels about himself, i.e., the youngster who "holds his head high, who has a very good opinion of himself, who is a little bit cocky (in contrast to being downtrodden), who is not trying to be someone else, but who is being true to himself and the way that he feels.

This was, to the Committee, an important idea to cling to as they worked. Perhaps it is obvious, but if so, why is it so frequently overlooked? Perhaps because teachers work with more than one child, this idea may be lost as the teacher comes to long for "peace and quiet"--for "conformity" --for "passivity." But, if this idea is sound, then the child who does not have a good opinion of himself is the child for whom the teacher should be alert, because one of her primary tasks will be to provide experiences that promise to help the child improve his opinion of himself.

How do you measure this? You measure it by observing children at work and at play, and by conjecturing and wondering and trying to confirm or deny your conjectures through further observation.

Significant Ideas (cont.)

Idea 3: Another very helpful idea had to do with how the youngster feels about the world he is in--about people and things. How much "bounce" does he have? How alive is he? How open is he? How much does he feel? Does he get excited about something? How much capacity does he have for getting a thrill about what is around him?

Here again we have an intangible in the sense it does not lend itself to paper and pencil evaluation, but to teacher observation. But the implications are clear. The converse to this type of child is one who is apathetic--indifferent--having no bounce, and not feeling (being thrilled) about anything. Whether the teacher can do anything about this or not, depends on a number of factors, but certainly the desirability of the teacher (or someone) endeavoring to bring back some of the "bounce" cannot be questioned.

Idea 4: Does the child come from a home that is "in cahoots" with the school? We see those children who are succeeding as children who come from a home not in conflict with the school--with parents and subculture not contradicting the school. We see children who get consistency from parents and school. The parents know what is going on in school and support it--and vice versa. Contrast the above with a school situation so different for the children that it says, in effect, "You are going to fail. You are no good. You haven't got it. You do not have a chance. You are too different. The school demands competencies that you haven't got, and are not able to get."

The implications are clear. For one thing, it behooves the school to know a great deal about from whence the child comes, and this can only come about through much closer (and much earlier) home-school relations. It suggests, too, that school programs are going to have to change to be more consistent with the homes, because it is pretty clear that the homes are not going to change quickly and easily into nice middle-class types. A good example of such conflict might be that of the Indian child who comes to an "American" school where his culture and language are derided and even looked down upon.

Idea 5: The child is emotionally stable. While this is a difficult concept to define, it is necessary that we know what it means. In effect, it means that the child's mind is not elsewhere than with the teacher in the school. The child can concentrate. The child can and does give his school tasks his deepest powers of concentration. The child is secure, unafraid, willing to venture, willing and able to become involved, willing and able to take risks to be "with it." While not necessarily a responsibility of the school, emotional stability is a pre-requisite for doing what the school wants and needs to do, i. e., develop the maximum intellectual power and the maximum social power of the child.

Significant Ideas (cont.)

Idea 6: The child does have the right (the freedom) to make his own decisions (appropriate, of course, to his maturity.) What are the options available to the child or youth--or are there none? Is the child hemmed in, or does he have autonomy? Do the parents and the school keep "hands off" those things which are really none of their business, or do they intervene so that they delay, or even prevent, the child's (and youth's) search for independence? For example, do the parents trust their children, or in distrusting their children, do the parents cause them to wonder whether their own choices are proper, and to feel guilty if they do not choose the parents' recommendations?

Idea 7: Parents must be reached early through pre-school programs with parental involvement. In this process, parents must be helped to understand how they can help or hinder a child's learning. For example, the parents should know they must be supportive of what school represents, else the school will be of little value to the child. Too, parents should be helped to understand their motives in pressing for this or that for their child. And last, the parents should learn to emphasize a child's strengths (capitalize upon them) and leave the weaknesses alone.

Idea 8: When a child comes to school he must be enabled to feel success. This means that failure and imperfection must be accepted. Over-anxious and aggressive parents are prone to have under-achieving children--probably because (at least in part) they restrict the child's opportunities to experience success, while stressing opportunities for the child to experience failure.

Idea 9: Children must experience success if they are to come to tolerate failure. Use any method or gimmick to insure successes for these increase the tolerance of children for failure--and children need to learn how to fail. This approach is contrary to what many schools do, i. e., stress failure in the belief that this will enable children to learn how to fail--to learn about the real world. This procedure is self-defeating. In addition, there is usually enough unavoidable failure for children without adults having to manufacture it.

Idea 10: Parents must understand that those children who experience genuine love and affection, coupled with the desire by their parents for them to succeed (to realize their potential) are most likely to be successful.

Idea 11: Organismic theory demands that adequate developmental records be maintained and be used.

Significant Ideas (cont.)

Idea 12: We need records--and we need to work from these records. In so doing, we should work from a child's strengths rather than from his weaknesses. While it is an error to disregard the past, it is not necessary to predicate the present upon it.

Idea 13: There should be periodic interest inventories because childrens' interests do fluctuate--do change. It is through really meeting their interests (recognizing them and allowing them to have school experiences in their interest areas) that children can best preserve and enhance their concept of self as an individual with his own identity.

Idea 14: Any written reporting system for parents contains traps. Talking is better. Both are necessary in that there should be material (data) on a child which a teacher can talk from.

Idea 15: Because children grow in cycles with steep slopes of rapid learning and leveling off (plateaus), it is important for us to know "where" each child is. This can best be accomplished by use of learning curves and the plotting of growth scores in relation to age and time. For example, there is usually a leveling off in learning somewhere in the 12-14 age span as children enter puberty. This should be understood by teachers and recognized for each child when it occurs.

Idea 16: The same teacher should probably remain with a child for more than one year. Although one may utilize many other teachers, there should be one central figure as teacher who is not harried by lack of time, and with whom the child can identify.

Idea 17: In parental conferences, begin where the parent is, and not from where you want to begin. Thus, if a parent thinks a grade is more meaningful than anything else, take that idea as a starting point. In short, begin with whatever is uppermost in the parent's mind. You may, or may not, be able to proceed very far, but keep in mind--no report is any good if it is not thorough.

Idea 18: Forcing, or pressure teaching, never holds over time. Quality of learning is more important than quantity, and quality learning demands the child be reached at the time in his maturation cycle "right" for him, and allowed to stay with the learning until mastery. If a child does not enter into, come to grips with, or cope with, a problem area, this may be evidence that the time is not right for him, and he should switch to something else.

Significant Ideas (cont.)

Idea 19: A diagnostically-oriented and skilled teacher will be able to find not only the individual differences among children, but the broken profile of differences within the child.

Idea 20: The learning process does not make any sense unless it is applied along the developmental pattern of each child in a classroom. Since no two children possess exactly the same cognitive style, they will benefit only differentially from any particular mode of teacher presentation.

Idea 21: Not every written report on children need be the same. It is helpful to parents if the teacher, in the first conference, asks the parent those areas in the child's development in which the parent is most interested, and on which the parent would like reports. In subsequent reporting the teacher can emphasize these areas for the parent.

Idea 22: It is clear that during the pre-school years children learn much through physical movement which enables them to learn what their body can do, and enables them to bring total involvement of the senses to the solution of a problem. Why is it then that as soon as children enter first grade, we tend to have them sit still to learn?

Results

The Final Reporting System

The final reporting system is comprehensive in nature with each of its many parts designed to provide information about some facet of the child's background. Each of these parts is discussed below. The order is not important.

1. Your Child's Progress in Reading (Appendix A). This is a highly specific and comprehensive chart of reading skills to be filled out at intervals for each child. It is designed for use in the primary years (K-3), though there is no reason why it should not be used in upper elementary as necessary. Its effective utilization demands a teacher thoroughly versed in the teaching of reading, with a repertoire of materials for use with children as their needs dictate. A rather complete explanation of how to use the reading skills chart is given in Appendix A.

2. Your Child's Progress in General Academic Achievement (Appendix B). There are five parts to this system, but only one, or perhaps two, are used with any one child. The parts are Q_1, Q_2, Q_3, Q_4, and Q, representing respectively the lowest quartile, the next lowest quartile, the third lowest quartile (or second highest quartile), the top quartile, and the total range of Clayton students in achievement according to academic aptitude. This effort consisted of the development of growth norms for Clayton children on general academic achievement covering a period of seven years. Part of this effort consisted of the separation of the growth norms into four quartiles on the basis of academic aptitude. Academic aptitude was assessed by means of the Wechsler Intelligence Scale for Children. Stanford Achievement Data and WISC scores were available for Clayton children for the past seven years. Using these data, the Mean and the Standard Deviation for each grade level in each of the four quartiles were calculated. These were plotted and are shown in Appendix B.

By locating a child in one of the four quartiles on general academic aptitude, a general achievement growth chart can be plotted over the primary and upper elementary years for each child. This procedure enables comparison of the child's general achievement (Stanford Battery Median Score) with children in his community of somewhat similar academic aptitude. We are assuming here that a WISC score is a good estimate of academic aptitude.

Reference to Appendix B will show that the community Mean is plotted with a dark band to either side which encompasses one Standard Deviation above and below each grade level. A child falling within this band would be achieving not unlike two-thirds of the children in Clayton most like him in academic aptitude. The child falling above one s.d. above the Mean or below one s.d. below the Mean would be in the top or bottom one-sixth, as the case may be.

Moving horizontally to the left to the vertical scale locates the child's grade level achievement with respect to the SAT test norms. This enables the parent not only to compare the child's progress with other children in the community most like him on academic aptitude, but also enables comparison of how the child is performing on the test norms for the so-called "average" child.

There were a number of reasons for wanting the above type scale. First, there is some evidence that such longitudinal type records can be predictive of problems, and thus enable preventive and remedial attention[11]. Second, the use of quartiles eliminates gross comparisons of one child's achievement with the achievement of children of vastly different academic aptitude. Most schools today compare the achievement of children at the same age with I.Q.'s ranging from 70 to 140 or more when the result is predetermined and obvious. The child with the Binet of 80 is considered to be failing because he does not achieve as well as the brighter child at the same chronological age. This is ridiculous. The child with the Binet I.Q. of 140 is considered to be over-achieving when, in fact, he may be under-achieving in terms of his own aptitude for learning. If the mental age concept was clearly understood, it would be realized that the child with the lower aptitude can and will achieve, but at a slower rate than the child with the higher academic aptitude.

Of course, some schools will object to the use of such growth charts because they believe there is something shameful in a child with low aptitude for verbal learning (low I.Q.) If the uniqueness of each child is to be respected, however, knowledge of this uniqueness must be gathered. The basic problem is one of attitudes among parents and teachers, rather than one of hiding information.

Since the fallibility of I.Q. scores was recognized, the Committee recommended a group Otis-Lennon be given each year as well. If a child's scores cluster in a quartile area, this lends added credence to their validity. If they fluctuate widely, this is cause for investigation. Too, it should be noted that the child is placed on a QUARTILE basis, and not on a specific score basis. However, near the borders of the quartiles, problems do arise. Some shifting of a child from one quartile to another may be necessary according to teacher-principal-counselor judgment. In addition, of course, the total norms approach is available for those communities which do not wish to use quartiles. The procedure for deriving norms was as follows:

Step 1:	Secure names of all students for whom both WISC and SAT data were available. Punch on IBM cards.
Step 2:	Sort into four quartiles on I.Q. Thus, if you had 1,800 students, you would sort out the top 450, the next 450, the third 450, and the lowest 450.
Step 3:	Sort each quartile of 450 into grade levels as first, second, third, etc. If you had six grade levels, this would give 70 or 80 students at each grade level in each quartile.
Step 4:	Calculate the Mean and Standard Deviation for each grade level in each quartile. You would now have a total of 24 Means and 24 Standard Deviations. If you also calculated the total Mean and Standard Deviation, you would have six more Means and six more Standard Deviations.
Step 5:	Plot these as shown in Appendix B.
Step 6:	Put one in each child's folder (two if you want to include the total community norms graph.)
Step 7:	Plot the individual child's actual test scores. If you have good records, you will have data on fifth- and sixth-grade children going back five or six years.
Step 8:	Study the child's graphical depiction of academic growth carefully in view of the other facets of his development. Here you need the help of a good guidance counselor.

3. Your Child's Progress Toward Goal of Self-Realization (Appendix C). This is considered one of the most vital parts of the entire reporting system. The major goal of self-realization was broken down into four major categories and nineteen sub-categories. Each of the sub-categories is expressed in behavioral terms. It is hoped that each of the sub-categories describes a facet of the child's development which relates directly or indirectly to his self-concept. It is assumed that the child who develops a healthy concept of self will more nearly be enabled to reach the goal of maximum realization of self, both as an individual and as a member of a group.

It is the "intangibles" such as those described in Appendix C which are too seldom made a vital part of a school's reporting system. Lip service is given to these, but until they become an integral part of the reporting system, it is doubtful if they will be consciously and continually considered in the planning of the curriculum experiences of the children. The actual usage of this part of the reporting system is clearly described in the report itself in Appendix C.

4. Your Child's Academic Progress Report (Appendix D). This report is in addition to the extremely comprehensive report on the child's development in reading which was described in Appendix A. Ideally, of course, there would be extremely detailed reports in these subject areas much as there is in reading. The Committee felt, however, that it was possible to err on the side of too much information that would be gathered improperly and perhaps not even used. This report in Appendix D (Academic Progress) is explained there, but a few comments here are in order. In particular, this approach to reporting academic progress, while describing the child's progress in relation to himself, does not dodge the issue of describing the child's progress in relation to his peers. Whether it should be so or not, American parents do want to know how their child is doing compared with other children of similar chronological age. The Committee felt this is satisfactory just so long as no failing grade is attached just because the child does not achieve at the average for his peers. In short, the information as to how he relates to his peers is given, but in addition, a statement is made concerning how the child is achieving in relation to his current estimated aptitude. The result is more information than the parent would have with a simple A, B. C. type report card, while avoiding giving a child a grade on a merely normative basis.

5. Your Child's Height-Weight Progress Report (Appendix E). Using this form, the height and weight of any student may be depicted over the period of time from age 4 through 18 years. Consideration was given to whether or not the Wetzel Grid should be used, but it was decided that the more simplified form prepared by the American Medical Association and the National Education Association is more practical. According to the directions, this form 1) provides each girl (or boy) with a personal chart designed to accompany her (him) from grade to grade and give a graphic record of her (his) growth in height and weight, 2) furnishes the teacher a guide for interpreting each pupil's height and weight records as indicators of growth status and growth progress, and 3) brings the attention of school health workers to certain height and weight findings suggestive of deviations from satisfactory health*.

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* Prepared for the Joint Committee on Health Problems in Education of the NEA and AMA by Howard V. Meredith and Virginia B. Knott, State University of Iowa.

A limitation of the chart is that the norms were obtained in 1961 on both boys and girls only from Iowa City, Iowa. This limitation should be recognized in interpreting the norms and a local school district might well consider developing its own norms.

6. Supplementary Forms (Appendix F). This Appendix contains eight supplementary information forms as follows:

a. Identification Information
b. Parent Interview
c. Readiness Report
d. Auditory Discrimination
e. Psychological and Developmental Report
f. Speech Evaluation
g. Health Census Record
h. Summary Sheet

Each of these forms is completed at one time or another as the child enters school, or during his early school years. By maintaining this information in the child's working folder, pertinent information, such as a hearing deficiency, is brought to each succeeding teacher's attention, whereas it might be overlooked if maintained in a central file. However, this type of information is not sent home at periodic reporting time.

7. Testing Calendar (Appendix G). Contained herein is the Calendar of Testing K-6 for the Clayton schools. This Appendix lists the names of particular tests to be administered, the dates of administration, and whether they are to be administered by Pupil-Personnel Services, or by the classroom teacher. In addition, there are recommendations for the reporting periods, i. e., that there be two parent conferences during the year (first and third reporting periods), and that there be two written reports (second and fourth reporting periods) for Grades K-3. For the upper elementary grades, it was recommended that there be a parent conference for the first reporting period, with the remaining three being of a written nature. Special conferences can, of course, be scheduled as needed.

8. Inventory on Emotions (Appendix H). This is an inventory used by one of the Kindergarten teachers for work with her own children. It is not recommended for use by all the other schools, but is merely included as illustrative of the type of information good Kindergarten teachers want to have about their children.

9. Student Self-Evaluation Report (Appendix I). This report is an attempt to secure some indication from the child of how he feels about his year's work. Whether or not this type of report will be successful will depend in large part on the rapport which the teacher establishes with each child just prior to the child's being asked to complete the form.

Results (cont.)

In essence, then, the reporting system is very comprehensive. The idea is to provide parents and teachers with a considerable amount of information about numerous facets of each child's development and to maintain and update this information over a period of time. *To be emphasized is the fact that the only written reports that are mailed home are copies of those shown in Appendix C and Appendix D.* The other reports are discussed with parents at conference time as necessary.

Conclusions and Recommendations

1. One conclusion of the Committee is that the preparation of a comprehensive but practical reporting system for the primary and elementary grades is more difficult than is initially apparent. A major source of the difficulty stems from the often severely conflicting values which Committee members bring with them to the discussion table. It is found, for example, that despite agreement having been reached on global goals, when there is consideration of specifics, members were not always intending the same things.

2. A second conclusion is almost inherent in the project, i.e., how can a reporting system be comprehensive and practical? This was finally resolved by the creation of a student folder designed to follow him through elementary school and the parallel production of a report card. The report card is somewhat more comprehensive than the usual report card, but not nearly as copious as the student folder. When coupled with parent conferences, however, the written reports to be sent home can be coupled with the more comprehensive information in the folder.

3. A third conclusion is that for any school to develop AND implement a more comprehensive reporting system than the A, B, C type of report card, it is absolutely necessary that a teacher aide be provided for every three or four teachers to perform the clerical work; that a Guidance counselor be added to the staff to handle the more comprehensive testing program; and that several days of released time with substitutes be provided for the faculty members for the additional conferencing with parents that will be necessary.

4. A fourth conclusion is that any adequate reporting system would meet the criteria suggested earlier in this report and briefly listed below:

Criteria

a. Be of a cumulative and longitudinal nature and passed on to succeeding teachers.

b. Go beyond academic achievement and include information about the child's physical development, social skills, and his self concept, as well as cognitive growth. (see Pages 11-14 of this report)

c. Enable parent-teacher interaction.

d. Provide information about how the child is performing in relation to his own perceived aptitudes *and* also how he performs in relation to local and state *or* national norms.

e. Be sensitive to community mores and wishes.

f. Enable a continuing and updated picture of how the child is operating in the school environment.

g. Show how what is known about the child is reflected in *what he is doing* in the school curriculum.

h. Above all, the reporting system should be so designed as to enable success with effort for each child, rather than to be designed on a normative basis which necessitates failure for the lower achieving children.

Summary

The purpose of this project was to develop and field test a comprehensive evaluation and reporting system for Kindergarten and primary grade children. In conducting this study, a number of scholars from a variety of fields were brought in as consultants to deal with the following two major questions:

1. From the vantage point of your discipline, what are the most important factors of which the teacher should be cognizant in working with young children in a school context?

2. How do you assess these factors?

A Steering Committee of faculty members, including a representative from each elementary school, met once a month (all day) with substitutes being provided for their classrooms. During this day of work, the Steering Committee interacted with the visiting consultant.

One of the Clayton schools, the Meramec Elementary School, implemented "bits and pieces" of the program as it was developed. However, the completed reporting system will not be implemented until the completion of this report. Full-scale implementation is to occur for the academic year 1968-69 in the Meramec Elementary School.

The finalized reporting system consists of two major parts:

1. A comprehensive student folder to follow the student through his Kindergarten - Grade 6 school years. This folder contains the following information:

   (See Appendices A through I)

2. Two written reports to be sent home during two reporting periods during the year.

   (See Appendices C and D)

   Two parent conferences during the year.

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Date ______________
For Year

Your Child's Progress in Reading

The School District of Clayton

School ______________ Name of Student ______________________
Last Middle First

In developing the attached chart of reading skills, it has been necessary to make some rather arbitrary division of those skills in order present the many facets of reading in logical, usable form. We recognize that in teaching word identification, word recognition, comprehension, critical and interpretative reading, etc., we are teaching interrelated skills that cannot be considered completely separate entities.

Teaching a child phonetic and structural analysis skills must do more than help him to increase in his ability to pronounce letters and words. It is vital that the teaching of reading skills result in improved ability to understand and assess, evaluate and apply the ideas represented in symbolic form by the printed word.

How rapidly children progress in any given skill area will depend upon a number of highly variable and complex factors. This means (and this is extremely important) that the skills in this record are not listed in terms of a grade level at which time a child is expected to have mastered them, but are listed in a developmental order.

Actual instruction in reading skills must be determined by the individual needs of a particular child at a particular point in time. However, the stages towards internalizing these skills do suggest positions at which initial instruction will generally be profitable for many children.

We emphasize too, that rules for reading should be taught functionally which is to say they should be taught with the major and ultimate point in mind of each child's being able to apply them in new and lifelike situations. We believe that children should be given the opportunity to discover generalizations as the result of experiences which are real to them because we believe each child learns best that which he discovers for himself.

—

Progress in Reading

Directions for Use:

1. *In teaching the reading skills identified below, it will be necessary for the teacher to have access to a variety of source materials and not be restricted to a single basic source such as a particular reading series.*

2. *In filling out the form for a child, it is assumed that each teacher has assessed the child's achievement on each factors in a way that has most meaning for her (the teacher).*

3. *Although this reporting form is intended primarily for children in grades kindergarten through fourth grade, it also has value for many children in the upper elementary.*

4. *At the beginning of each school year a new reading form should be inserted in each child's folder with the previous year's record being kept in the folder for one year. Reading records more than a year old should be placed in the child's permanet record file in the principal's office.*

5. *The basic function of this reading profile is to enable the teacher to have a continually updated record of each child's progress in reading as a basis for diagnosis of reading needs and prescription of reading experiences.*

6. *Not all reading skills (or related factors) are to be taught or even assessed every quarterly reporting period. This is a matter of teacher judgment of the child's developmental stage and reading needs.*

7. *This reading record is designed to be used by the teacher as a reference source in conferences with parents. It is not intended to be mailed to the homes of parents as it is extremely technical and bulky.*

8. *In conferencing with parents the teacher need refer only to those portions which are most germane at the moment and avoid endeavoring to be unvaringly encyclopedic.*

9. *The reason we decided on a 'yes' or 'no' rather than some form of gradation is that we wish (a) to encourage the teacher to focus on what constitutes adequate child performance, (b) to enable the teacher to certify when and if this performance level has been reached and (c) to avoid such ironies as a 'C-' in reading. We feel that it is better to say'no' a child does not possess clarity in pronunciation of a speech sound or 'yes' he does rather than to say 'he almost does' which is what a C- means. It is too easy to permit the 'he almost does' to cloud the issue in not requiring the teacher to periodically return his attention to the need for additional teaching. The 'no' necessitates this return of attention to and reteaching of the particular skill.*

YEAR 19

SCHOOL

CHILD
LAST NAME FIRST

	Was this skill assessed for this child by the teacher this quarter? (yes or no)*				If assessed, did the student demonstrate mastery?** (yes or no)				If "no" to each of the preceeding, was this skill taught this quarter?*** (yes or no)				Mastery attained? (yes or no)				Mastery not only attained, but student can and does apply this skill in lifelike situations? (yes or no)			
	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4
I. Auditory Perception Development																				
A. Listening																				
1. General Listening																				
a. Individual instruction																				
b. Small group instruction																				
c. Class group instruction																				
2. Critical Listening																				
a. Following directions																				
b. Perceiving relationships																				
c. Classifying verbal information																				
d. Sequence of events																				
e. Other ( )																				
B. Classification of Sounds																				
1. Similarities and Differences																				
a. Beginning sounds																				
b. Medial sounds																				
c. Ending sounds																				
d. Rhyming sounds																				
II. Verbal Communication																				
A. Vocabulary Development																				
1. Clarity of speech sounds																				

Q_1 means first quarter – not quartile.

*Note: The ultimate goal is for the final right hand column to be checked as yes. When this is the case, the teacher judges the child has attained complete functional mastery of the skill, i.e. he uses it with ease in his every day life. While extremely detailed, this format serves a highly diagnostic function in that it indicates precisely which skills each child has yet to achieve mastery in. Too, it enables a commonality of reading goals for Clayton students while leaving the teacher free to select appropriate reading materials.

**Mastery is defined here as the teacher's judgment that the child can perform this skill satisfactorily. This suggests a teacher of upper elementary children might indicate lack of mastery of same area an earlier teacher indicated mastery. When this happens there has probably been either (a) forgetting which means the applied stage was not reached or (b) lack of additional progress to a more complex stage of development with age.

***Parents should know that not every skill is either taught or assessed every quarter depending on teacher judgment.

	Was this skill assessed for this child by the teacher this quarter? (yes or no)				If assessed, did the student demonstrate mastery?** (yes or no)				If "no" to each of the preceeding, was this skill taught this quarter?*** (yes or no)				Mastery attained? (yes or no)				Mastery not only attained, but student can and does apply this skill in lifelike situations? (yes or no)			
	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4
2. Sentence structure																				
3. Word meaning																				
III. Non-Verbal Communication																				
A. Visual Perception Development																				
1. Observe and scrutinize																				
a. Whole to part																				
b. Identify symbols																				
c. Configuration of symbols																				
2. Classification																				
a. Similarities and Differences																				
1. Form																				
2. Definition																				
3. Function																				
4. Other ( )																				
b. Relationships																				
1. Compare																				
2. Contrast																				
3. Ordering of events																				
a. Relationship																				
b. Classification																				
c. Other ( )																				
4. Inductive vocabulary																				
B. Phonetic Analysis																				
1. Symbols																				
a. Association of symbol/sound relationship																				
b. Valuation of symbol position																				
1. Addition																				
2. Substitution																				
3. Subtraction																				
4. Insertion																				
5. Reversal																				

	Was this skill assessed for this child by the teacher this quarter? (yes or no)*				If assessed, did the student demonstrate mastery?** (yes or no)				If "no" to each of the preceeding, was this skill taught this quarter?*** (yes or no)				Mastery attained? (yes or no)				Mastery not only attained, but student can and does apply this skill in lifelike situations? (yes or no)			
	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4
c. Consonant																				
1. Initial																				
2. Medial																				
3. Final																				
4. Variables																				
d. Vowels																				
1. Long																				
2. Short																				
3. Schwa																				
4. Variables																				
e. Digraphs																				
1. Vowel																				
2. Consonant																				
f. Blends																				
g. Dipthongs																				
C. Structural Analysis																				
1. Familiar elements in derived form																				
a. Root words																				
b. Inflectional endings																				
c. Prefixes																				
d. Suffixes																				
e. Compound words																				
f. Contractions																				
g. Hyphenated words																				
h. Possessives																				
i. Punctuation																				
j. Abreviations																				
k. Singulars and plurals																				
l. Tenses																				
m. Syllabication																				
n. Stress and accent																				

	Was this skill assessed for this child by the teacher this quarter? (yes or no)*				If assessed, did the student demonstrate mastery?** (yes or no)				If "no" to each of the preceeding, was this skill taught this quarter?*** (yes or no)				Mastery attained? (yes or no)				Mastery not only attained, but student can and does apply this skill in lifelike situations? (yes or no)			
	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4	Q_1	Q_2	Q_3	Q_4
o. Opposites																				
p. Homonyms																				
q. Synonyms																				
r. Antonyms																				
s. Idioms and slang																				
t. Adages and proverbs																				
D. Decoding Units of Non-Verbal Communication																				
1. Dictionary Usage																				
a. Alphabetical order																				
b. Guide words																				
c. Skim for entry																				
d. Pronounciation key																				
e. Phonetic symbols																				
f. Diacritical and accent marks																				
g. Definitions																				
h. Synonyms																				
i. Antonyms																				
j. Appendices																				
2. Reference material																				
a. Encyclopedia																				
b. Atlas																				
c. Maps																				
d. Telephone book																				
e. Charts																				
E. Comprehension of Non-Verbal Communication																				
1. Factual Comprehension																				
a. Extend meaning of words																				
b. Extend function of words																				
c. Answer specific questions																				
d. Skimming																				
2. Critical Comprehension																				

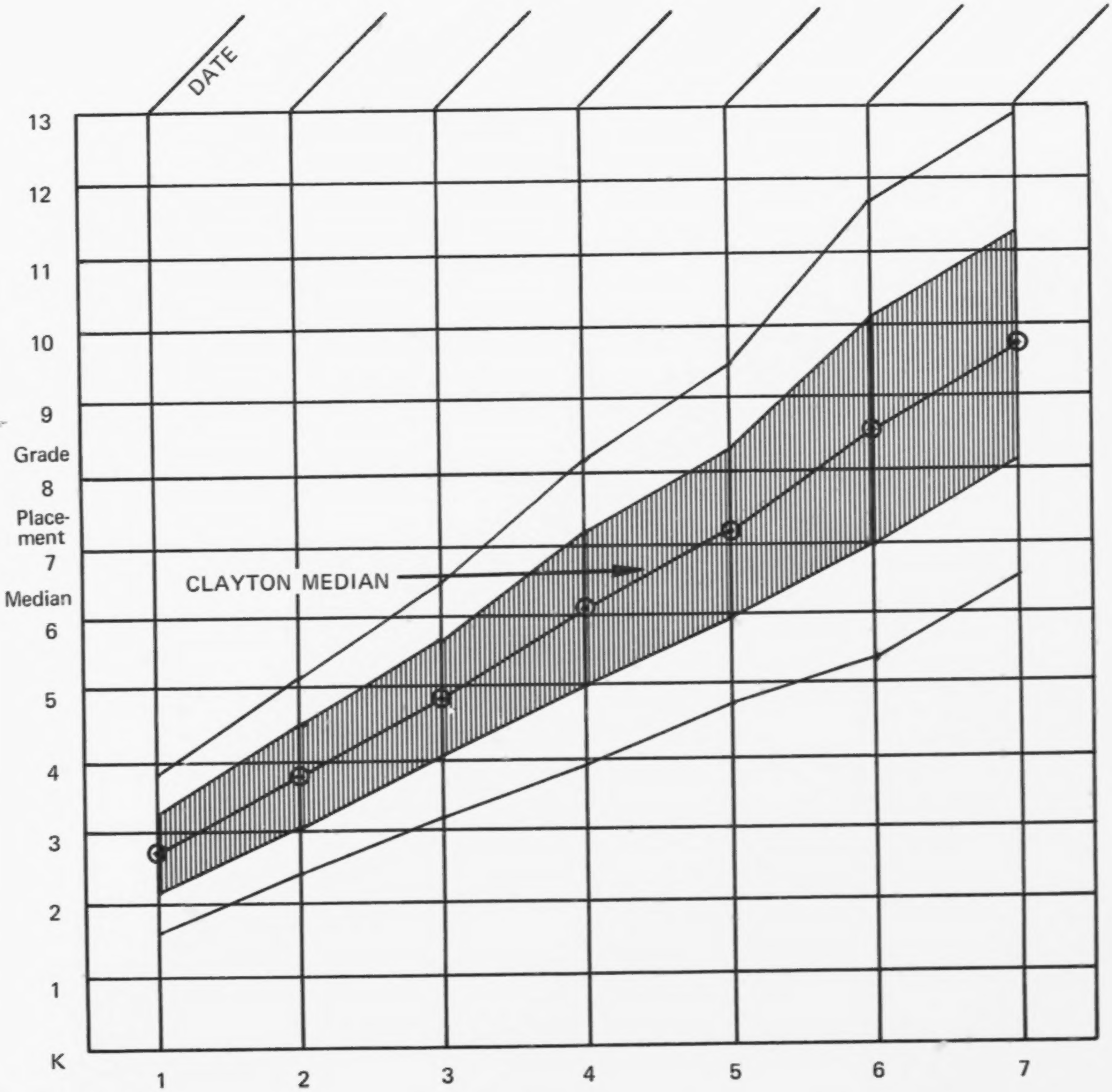
	Was this skill assessed for this child by the teacher this quarter? (yes or no)*				If assessed, did the student demonstrate mastery?** (yes or no)				If "no" to each of the preceeding, was this skill taught this quarter?*** (yes or no)				Mastery attained? (yes or no)				Mastery not only attained, but student can and does apply this skill in lifelike situations? (yes or no)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
a. Recall of theme																				
b. Skimming for supporting information																				
c. Sequence of events																				
d. Cause and effect relationship																				
e. Making inferences																				
f. Verifying inferences																				
g. Making evaluations																				
h. Character traits																				
i. Sensitivity to emotions																				
j. Summarize ideas																				
k. Project generalizations																				
3. Perception of Organization																				
a. Physical layout of a page																				
b. Physical layout of a book																				
c. Sequence of events																				
IV. Related Skills																				
A. Motor Development																				
1. Gross motor																				
a. Spatial orientation																				
b. Balance																				
c. Imitation of postures																				
d. Response to rhythms by movement ( )																				
2. Fine motor																				
a. Eye-hand coordination																				
1. Reproducing a design																				
2. Cutting																				
3. Tracing																				
4. Contained coloring																				
b. Directional movement																				
1. Left-right distinction																				
2. Up-down distinction																				

General Academic Achievement vs. Academic Aptitude
Using Clayton School Norms

Name ____________________

Quartile 2

School ____________________



Note: General Academic Progress is plotted vertically using Clayton Norms. Number of years (grade) is plotted horizontally. If a student's achievement falls within the heavy line he is doing as two/thirds of Clayton children do who have the same general academic aptitude for learning.

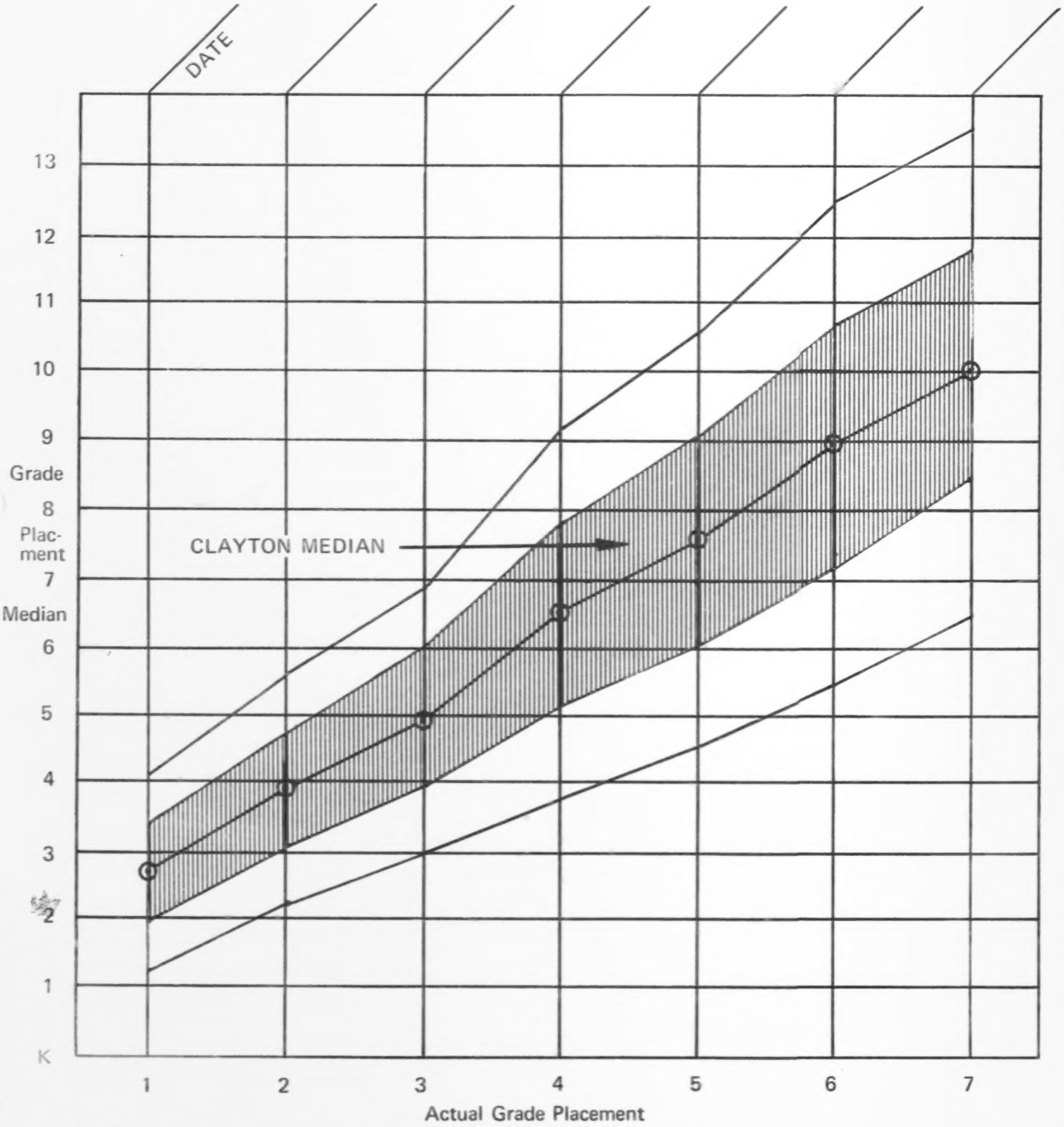
SDC PP 65 '68

General Academic Achievement vs. Academic Aptitude
Using Clayton School Norms

Name ______________________

Total Population

School ______________________



Note: General Academic Progress is plotted vertically using Clayton Norms.
Number of years (grade) is plotted horizontally. If a student's achievement falls within the heavy line he is doing as two/thirds of Clayton children do who have the same general academic aptitude for learning.

SDC PP 65 '68

PROGRESS REPORT OF CHILD'S
GROWTH TOWARDS SELF REALIZATION

School ____________

Date ____________
Month Year

Grade ____________
(K - 6)

Name ______________________________
Last Initial First

As your child currently operates in school he,	First	Second	Third	Fourth
I. SELF DISCIPLINE AND RESPONSIBILITY				
A. takes care of and returns materials.				
B. finishes work on time.				
C. exercises self-control.				
D. uses good listening habits.				
E. works independently.				
F. responds easily to new routines.				
II. RESPONSIBILITY FOR OTHERS				
G. respects and accepts others.				
H. exercises responsibility for others.				
I. plays well with others.				
J. works well with group in classroom.				
III. SELF-APPRAISAL				
K. realizes and accepts weaknesses as well as strengths.				
L. accepts values necessary for citizenship.				
M. is secure enough to make choices and to accept results thereof.				
N. is venturesome enough to express own ideas.				
IV. ATTITUDE TOWARD LEARNING				
O. shows open-mindedness and receptivity to new ideas.				
P. shows interest, enthusiasm, involvement.				
Q. evidences desire for continued learning.				
R. sense of purpose and committment reveals.				
S. enters into, comes to grip with, problems in contrast to evading problems.				

Symbols to be used are: S defined as satisfactory for child's stage of development.
NI defined as needs improvement for his state of development.

Note: Stage of Development is indicated by one of the following numbers:

1. Somewhat immature for his age
2. Typical in maturity for his age
3. Extremely mature for his age

Stage of Development ____ ____ ____ ____
Q_1 Q_2 Q_3 Q_4

Keep in mind that IN EVERY CASE the NI suggests that the teacher perceives the child as one who can improve and should make the effort to so do for the stage he is in. The S indicates that in the teacher's judgement the child is making satisfactory progress for the stage he is in and no additional outside "push" is needed. Thus a child might receive an NI even though he is considered extremely mature for his age for this would suggest he can master the objective. Conversely, he might receive an S and yet be considered somewhat immature for his age for this would suggest he is not ready to endeavor to completely master the objective. Many other combinations are possible.

If you keep in mind that one of the best predictors of a child's success in school is how "cocky" or self assured or confident—how "good" he feels about himself as a person of worth you will preceive the above can be a valuable guide to you as a parent. While admittedly subjective it is imperative we begin to concern ourselves about these areas as they impinge on the child's academic success in school.

TEACHER'S COMMENTS

First Quarter

Second Quarter

Third Quarter

Fourth Quarter

HOME ROOM Teacher

Principal

ACADEMIC PROGRESS REPORT

for

School ____________

Year ____________

Grade ____________
(K - 6)

Name ______________________
Last Initial First

Subjects	Achievement ** of child in relation to his current estimated aptitude Put S or NI				Achievement *** of child in relation to most other students in his class Put A, T or B			
Quarter	First	Second	Third	Fourth	First	Second	Third	Fourth
Reading*								
English								
Spelling								
Handwriting								
Arithmetic								
Social Studies								
Science								
Health								
Physical education								
Art								
Vocal Music								
Instrumental Music								
French								
______ Other								

Note: A letter is placed in two appropriate blanks after each subject area in which child is studying. Any area not checked has not been stressed per se during this reporting period or does not apply at this time. Please note that a child could be checked as NI even though he is achieving above the average student in his class, i.e. this would indicate a child of high aptitude who is not working to capacity in the teacher's estimation. Conversely, a child could be checked as satisfactory and doing work slightly below the average of his class for this would indicate a child with somewhat less than the modal academic aptitude in his class in the subject area who is putting forth sufficient effort in the teacher's estimation.

* See the Comprehensive Reading Skills Check List in conference with teacher for detailed information on reading development.

** S for Satisfactory and NI for needs improvement.

*** A for slightly above, T for typical and B for slightly below.

TEACHER'S COMMENTS

First Quarter

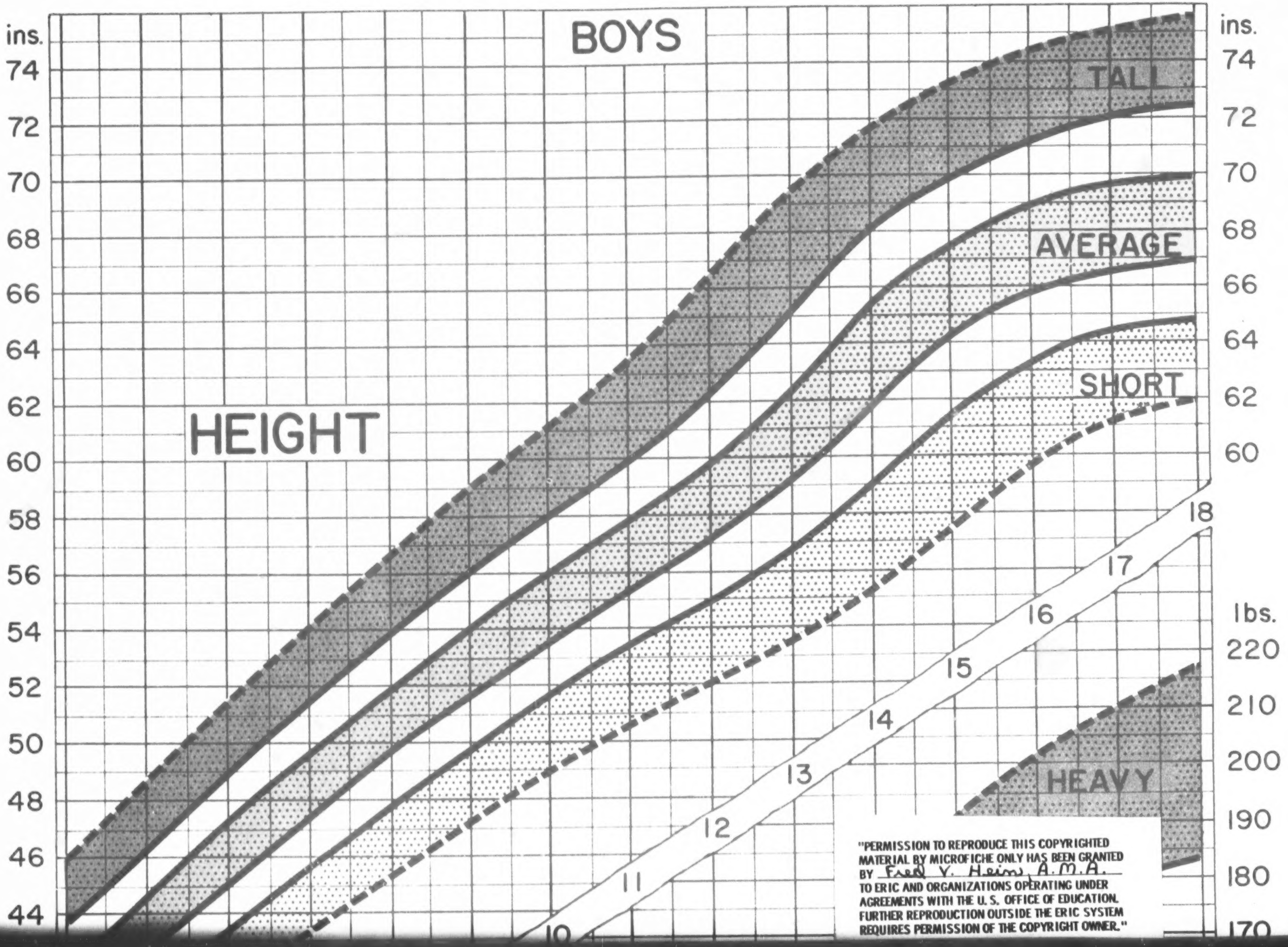
Second Quarter

Third Quarter

Fourth Quarter

HOME ROOM Teacher

Principal



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HEIGHT WEIGHT INTERPRETATION FOLDER FOR BOYS*

Uses of folder. This folder (1) provides each boy a personal chart designed to accompany him from grade to grade and give a graphic record of his growth in height and weight, (2) furnishes the teacher a guide for interpreting each pupil's height and weight records as indicators of growth status and growth progress, and (3) brings the attention of school health workers to certain height and weight findings suggestive of deviations from satisfactory health.

Determining weight. Obtain the weight of each pupil in September, January, and May. Wherever possible use beam-type, platform scales. Before each weighing period check the scales; if they do not balance correctly, adjust them. Have the boy remove his shoes and as much other clothing as practicable (the weight measures used in developing the chart were taken on boys wearing underclothing only). With the boy standing near the center of the platform of the scales, his hands hanging free, determine weight to the nearest one-half pound.

Determining height. Use a metric measure fixed in the upright position, and a wood headpiece. The measure may be a yardstick, metal tape, or paper scale; it should be fastened firmly to an upright board or to a smooth wall with no wainscoting. (An accurate paper scale may be purchased from the Institute of Child Behavior and Development, State University of Iowa.) Although a chalk box can serve as the headpiece, this is not recommended for regular use. A more satisfactory headpiece is easily made in the school workshop by joining at right angles the shorter edges of two pieces of seasoned wood 7 inches x 5 inches, and mounting within the 90° angle a triangular wood brace having an opening for insertion of the fingers.

Measure height with shoes removed. Have the boy stand with heels, buttocks, and upper part of back in contact with the wall or board; feet almost together but not touching each other; arms hanging at the sides; heels in firm contact with the floor; head facing straight forward; and chin lifted but not tilted up. When he is positioned, place one face of the headpiece against the upright scale and bring the other face down, keeping it horizontal, until it crushes the boy's hair and makes contact with the top of his head. Take two separate measurements and record height to the nearest one-fourth inch.

Registering height and weight status Assume you have determined the height and weight of Ned Barth. Ned weighs 50 pounds, is 45 inches in height, and will have his fifth birthday tomorrow. Find age 5 below the *height* portion of the chart and 45 inches along its left-hand margin. Plot a point above 5 years and opposite 45 inches. Below this dot on the height portion of the chart write "45.0."

Next, find age 5 years below the *weight* portion of the chart and 50 pounds along its left-hand margin. Plot a point above 5 years and opposite 50 pounds. Above this mark in the weight portion of the chart write "50.0."

With the completion of these directions, the height and weight status of Ned Barth at age 5 years is fully registered. At any age from 4 years to 18 years, the status of other boys can be registered similarly.

(boy's name)

(date of birth)

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12
(encircle present grade)

**Prepared for the Joint Committee on Health Problems in Education of the NEA and AMA by Howard V. Meredith and Virginia B. Knott, State University of Iowa. Additional copies may be secured through the order departments of the American Medical Association, 535 N. Dearborn St., Chicago, Illinois 60610, or of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036.*

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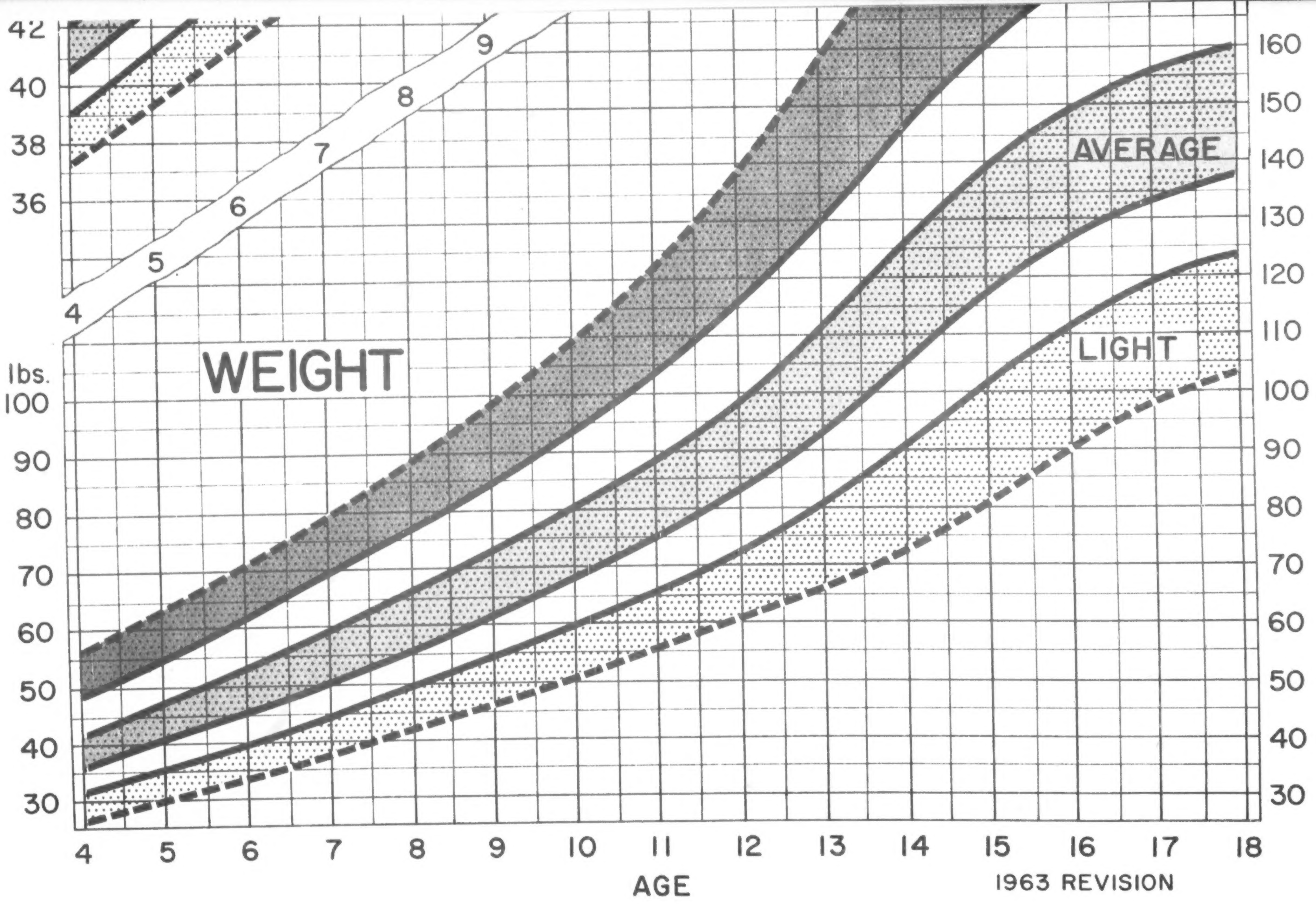
HE-70


WEIGHT
lbs.
AVERAGE
LIGHT
AGE
1963 REVISION
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
30
40
50
60
70
80
90
100
36
38
40
42
110
120
130
140
150
160

Registering height and weight progress. Assume Ned is now one year older. At age 5 years 4 months he weighed 52 pounds and had a height of 46 inches, at age 5 years 8 months he weighed 55 pounds and was 46.5 inches tall, and now at age 6 years he weighs 58 pounds and is 47.5 inches in height. Further, assume that points representing these records have been plotted correctly on Ned's chart. Having status records at more than one age, it becomes possible to draw *individual growth curves,* or lines of progress. Ned's progress between ages 5 years and 6 years can be depicted by drawing lines connecting (a) his points in the height part of the chart and (b) his points in the weight part of the chart.

Following the same procedure, height and weight progress of any individual boy may be portrayed over part or all of the period from age 4 years to age 18 years.

Interpreting status. (1) The figures written above or below the plotted points readily describe each boy's overall body size at the age or ages measures have been obtained.

(2) The channels in which a boy's height and weight points for a given age are located indicate his standings with reference to schoolmates of like age. The illustrative values given at age 6 years show Ned to be moderately tall and moderately heavy.

(3) When a boy's height and weight points do not lie in corresponding channels, the discrepancy may denote normal slenderness or stockiness of build, or it may reflect an undesirable state of health. Assume the chart shows a new pupil to be "average" in height and "light" in weight. He should be screened for medical study to determine whether he is a "satisfactorily healthy" boy of slender build, or a "medically unsatisfactory" boy with an incipient infection, a nutritional deficiency, or an unsuitable activity program.

Interpreting progress. (1) The difference between a boy's recorded heights (or weights) at two different ages gives the amount of change in the intervening period. For example, Ned Barth between 5 and 6 years of age gained 2.5 inches in height and 8 pounds in weight.

(2) During the childhood span from age 4 years to age 11 years normality of growth progress is indicated by approximately parallel relationship of the individual's height and weight lines with the channel lines of the chart. Suppose that Paul Stone has been measured successively from age 6 years to age 10 years. His height line runs along the middle of the "average" height channel, while his weight line runs fairly close to the middle of the average weight channel until age 9 years then takes a steep turn upward. Paul should be screened for medical investigation—his disproportionate gain in weight may reflect the need for a prescribed diet, a change in daily regimen, or drug therapy.

(3) Interpretations of growth progress after age 11 years are made on the same basis as earlier except that allowance must be made for individual differences in age of the circumpuberal "spurt" in height and weight. Suppose (a) Eric and Gerald are nearly alike in height and weight at each age from 5 to 11 years, and (b) the time of rapid adolescent growth in these measures begins before 13 years for Eric and after 15 years for Gerald. In the early teens when Gerald is continuing to grow in height and weight at childhood rates, this growth should not be appraised as "unsatisfactory."

About the chart. The height and weight measurements for constructing the chart were collected in 1961-1963 on white boys attending public and private schools in Iowa City, Iowa. To obtain the channels, age distributions for height and weight were subdivided as follows: Upper 10 per cent (Tall, Heavy), next 20 per cent, middle 40 per cent (Average), next 20 per cent, and lower 10 per cent (Short, Light).

Registering height and weight progress. Assume May is now one year older. At age 5 years 4 months she weighed 50 pounds and had a height of 46 inches, at age 5 years 8 months she weighed 52 pounds and was 46.5 inches tall, and now at age 6 years she weighs 55 pounds and is 47.5 inches in height. Further, assume that points representing these records have been plotted correctly on May's chart. Having status records at more than one age, it becomes possible to draw *individual growth curves,* or lines of progress. May's progress between ages 5 years and 6 years can be depicted by drawing lines connecting (a) her points in the height part of the chart and (b) her points in the weight part of the chart.

Following the same procedure, height and weight progress of any individual girl may be portrayed over part or all of the period from age 4 years to age 18 years.

Interpreting status. (1) The figures written above or below the plotted points readily describe each girl's overall body size at the age or ages measures have been obtained.

(2) The channels in which a girl's height and weight points for a given age are located indicate her standings with reference to schoolmates of like age. The illustrative values given at age 6 years show May to be moderately tall and moderately heavy.

(3) When a girl's height and weight points do not lie in corresponding channels, the discrepancy may denote normal slenderness or stockiness of build, or it may reflect an undesirable state of health. Assume the chart shows a new pupil to be "average" in height and "light" in weight. She should be screened for medical study to determine whether she is a "satisfactorily healthy" girl of slender build, or a "medically unsatisfactory" girl with an incipient infection, a nutritional deficiency, or an unsuitable activity program.

Interpreting progress. (1) The difference between a girl's recorded heights (or weights) at two different ages gives the amount of change in the intervening period. For example, May Atkin between 5 and 6 years of age gained 2.5 inches in height and 7 pounds in weight.

(2) During the childhood span from age 4 years to age 9 years, normality of growth progress is indicated by approximately parallel relationship of the individual's height and weight lines with the channel lines of the chart. Suppose that Ruth Tweed has been measured successively from age 5 years to age 8 years. Her height line runs along the middle of the "average" height channel, while her weight line runs fairly close to the middle of the average weight channel until age 7 years then takes a steep turn upward. Ruth should be screened for medical investigation—her disproportionate gain in weight may reflect the need for a prescribed diet, a change in daily regimen, or drug therapy.

(3) Interpretations of growth progress after age 9 years are made on the same basis as earlier except that allowance must be made for individual differences in age of the circumpuberal "spurt" in height and weight. Suppose (a) Harriet and Elise are nearly alike in height and weight at each age from 5 to 9 years, and (b) the time of rapid adolescent growth in these measures begins before 10 years for Harriet and after 12 years for Elise. In the early teens when Elise is continuing to grow in height and weight at childhood rates, this growth should not be appraised as "unsatisfactory."

About the chart. The height and weight measurements for constructing the chart were collected in 1961 on white girls attending public and private schools in Iowa City, Iowa. To obtain the channels, age distributions for height and weight were subdivided as follows: Upper 10 per cent (Tall, Heavy), next 20 per cent, middle 40 per cent (Average), next 20 per cent, and lower 10 per cent (Short, Light).

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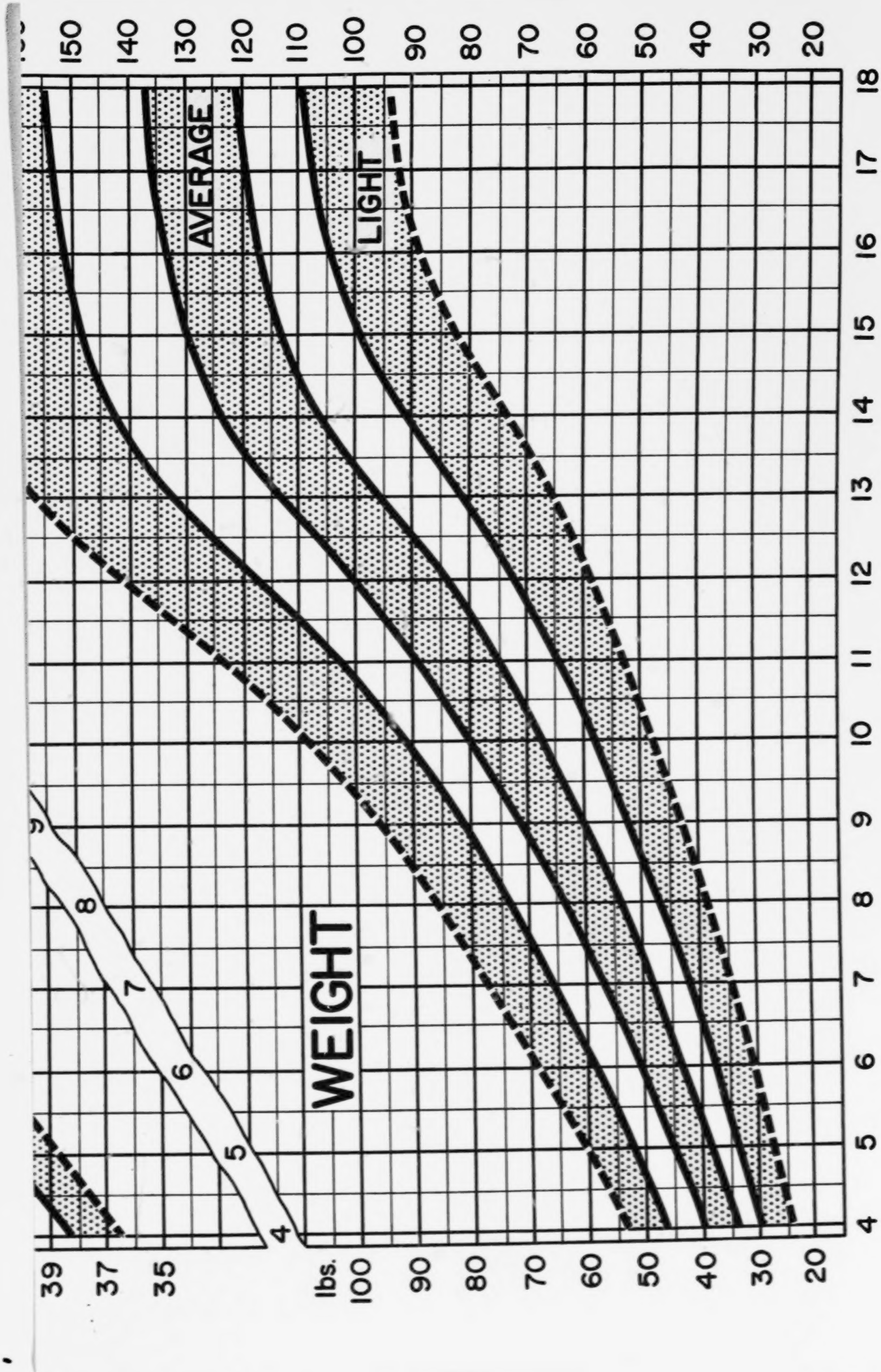
WEIGHT
AVERAGE
LIGHT
AGE
4
5
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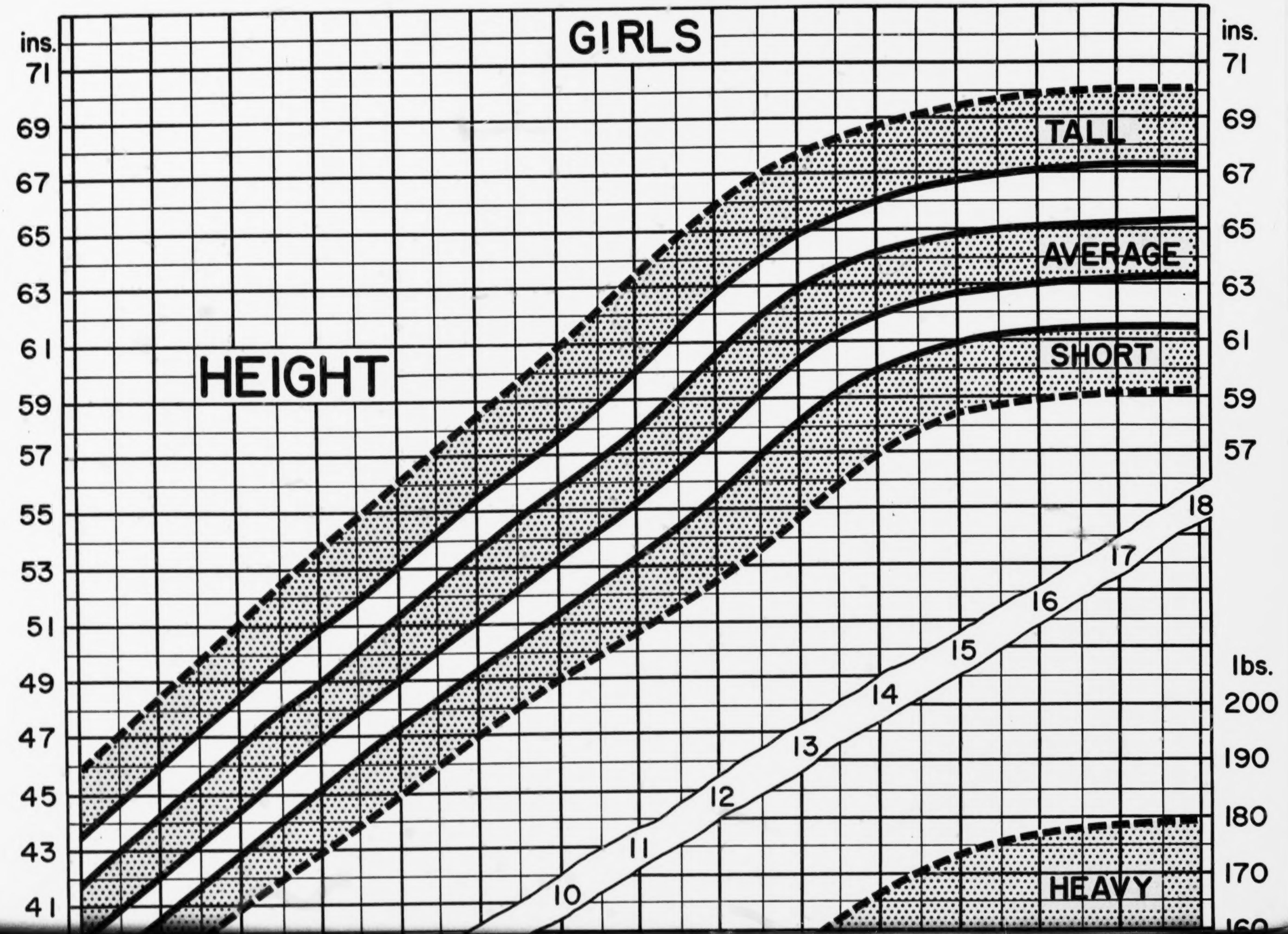
2


GIRLS
HEIGHT
TALL
AVERAGE
SHORT
HEAVY
ins.
71
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67
65
63
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59
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55
53
51
49
47
45
43
41
10
11
12
13
14
15
16
17
18
lbs.
200
190
180
170

HEIGHT WEIGHT INTERPRETATION FOLDER FOR GIRLS*

Uses of folder. This folder (1) provides each girl a personal chart designed to accompany her from grade to grade and give a graphic record of her growth in height and weight, (2) furnishes the teacher a guide for interpreting each pupil's height and weight records as indicators of growth status and growth progress, and (3) brings the attention of school health workers to certain height and weight findings suggestive of deviations from satisfactory health.

Determining weight. Obtain the weight of each pupil in September, January, and May. Wherever possible use beam-type, platform scales. Before each weighing period check the scales; if they do not balance correctly, adjust them. Have the girl remove her shoes and as much other clothing as practicable (the weight measures used in developing the chart were taken on girls wearing undergarments only). With the girl standing near the center of the platform of the scales, her hands hanging free, determine weight to the nearest one-half pound.

Determining height. Use a metric measure fixed in the upright position, and a wood headpiece. The measure may be a yardstick, metal tape, or paper scale; it should be fastened firmly to an upright board or to a smooth wall with no wainscoting. (An accurate paper scale may be purchased from the Institute of Child Behavior and Development, State University of Iowa.) Although a chalk box can serve as the headpiece, this is not recommended for regular use. A more satisfactory headpiece is easily made in the school workshop by joining at right angles the shorter edges of two pieces of seasoned wood 7 inches x 5 inches, and mounting within the 90° angle a triangular wood brace having an opening for insertion of the fingers.

Measure height with shoes removed. Have the girl stand with heels, buttocks, and upper part of back in contact with the wall or board; feet almost together but not touching each other; arms hanging at the sides; heels in firm contact with the floor; head facing straight forward; and chin lifted but not tilted up. When she is positioned, place one face of the headpiece against the upright scale and bring the other face down, keeping it horizontal, until it crushes the girl's hair and makes contact with the top of her head. Take two separate measurements and record height to the nearest one-fourth inch.

Registering height and weight status. Assume you have determined the height and weight of May Atkin. May weighs 48 pounds, is 45 inches in height, and will have her fifth birthday tomorrow. Find age 5 below the *height* portion of the chart and 45 inches along its left-hand margin. Plot a point above 5 years and opposite 45 inches. Below this dot on the height portion of the chart write "45.0."

Next, find age 5 years below the *weight* portion of the chart and 48 pounds along its left-hand margin. Plot a point above 5 years and opposite 48 pounds. Above this mark in the weight portion of the chart write "48.0."

With the completion of these directions, the height and weight status of May Atkin at age 5 years is fully registered. At any age from 4 years to 18 years, the status of other girls can be registered similarly.

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(girl's name)

(date of birth)

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12
(encircle present grade)

THE SCHOOL DISTRICT OF CLAYTON　　PUPIL PERSONNEL SERVICES

IDENTIFICATION INFORMATION

NAME ______________________________
Last　　First　　Middle

BIRTHDATE ____________________ SEX ____

SCHOOL ______________________________

FATHER'S NAME ______________________________

OCCUPATION ______________________________

MOTHER'S NAME ______________________________

OCCUPATION ______________________________

ADDRESS ____________________ TELEPHONE __________

CHILD LIVES WITH:
_____ Father and Mother
_____ Father (mother divorced, deceased)
_____ Mother (father divorced, deceased)
_____ Father and Step-mother (mother divorced, deceased)
_____ Mother and Step-father (father divorced, deceased)
_____ Other (Specify) ______________________________
____

BROTHERS AND SISTERS ______________________________
____
____
____
____
____
____
____

NURSERY SCHOOL _____ YES _____ NO

IF SO, WHERE ______________________________

LENGTH OF TIME ATTENDED ______________________________

SDC PP 19 Rev. '68

THE SCHOOL DISTRICT OF CLAYTON

PUPIL PERSONNEL SERVICES
Social Work
Date

Interviewer

PARENT INTERVIEW

Name
Last First Middle
Birthdate
Sex

FATHER: Age Education Occupation

MOTHER: Age Education Occupation

AGES OF BROTHERS SISTERS OTHERS IN HOME

What kind of child is (s)he? (In your own words)

How does (s)he behave:

In new situations? When angry?

With regard to discipline? At meals?

At bedtime? Does he have a regular bedtime?

Hours of sleep (naps)? Soundly?

Does (s)he dress himself? Express himself well?

Have positive ideas and opinions? Know what to do if lost?

How does he get on with other children?

Is (s)he imaginative? Can (s)he play alone? Take turns?

Does (s)he like: Books? Music? Bikes and Swings? Coloring?

What does (s)he like to do most?

EARLY DEVELOPMENT

At what age did he: Walk Talk Did he crawl?

What hand did he use first? Now?

Was he a good baby? Was he easy to teach (train)?

Any special problems (as health, separation from home)

Nursery or Sunday School? Where? How long?

How did he feel about starting school?

(Use other side for additional data)

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THE SCHOOL DISTRICT OF CLAYTON

PUPIL PERSONNEL SERVICES

NAME ______________________________
Last First Middle

____
Examiner

BIRTHDATE ____________________ SEX ___

____
Date of Examination

READINESS REPORT

I. MONROE READINESS TEST

VISUAL
1. ___
2. ___
3. ___
Total ___ Percentile ___

AUDITORY
1. ___
2. ___
3. ___
Total ___ Percentile ___

MOTOR
1. ___
2. ___
3. ___
Total ___ Percentile ___

ARTICULATION
1. ___
2. ___
Total ___ Percentile ___

LANGUAGE
1. ___
2. ___
3. ___
Total ___ Percentile ___

PROFILE OF ABILITIES

	Visual	Auditory	Motor	Articulation	Language	Averag Percen- tiles
100						
90						
80						
70						
60						
50						
40						
30						
20						
10						
0						

II. TESTS OF PREFERENCE

Hands: R ___ L ___ Feet: R ___ L ___ Eyes: R ___ L ___

III. NUMBER CONCEPTS

1. Counts from 1 to 20:

2. Numbers written:

3. Understanding of 1-5:

IV. COMMENTS

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AUDITORY DISCRIMINATION

NAME __________________________ DATE ____________________

1. tub - tug		10. bass - bath	
2. lack - lack		11. tin - pin	
3. gum - dumb		12. dim - din	
4. web - wed		13. zest - zest	
5. sought - fought		14. coast - toast	
6. shake - shape		15. thimble - symbol	
7. vow - thou		16. shoal - shawl	
8. thread - shred		17. shack - shack	
9. wretch - wretch		18. moon - noon	

CORRECT ____________________

THE SCHOOL DISTRICT OF CLAYTON　　PUPIL PERSONNEL SERVICES

Examiner ______________________

NAME ______________________ Last First Middle

Date of Examination ______________________

BIRTHDATE ______________ SEX ____

PSYCHOLOGICAL AND DEVELOPMENTAL REPORT

I. WPPSI

	Yr.	Mo.	Day
Date Tested			
Date of Birth			
Age			

	Scaled Score	I.Q.
Verbal Scale		
Performance Scale		
Full Scale		

VERBAL TESTS	Scaled Scores	
Information		
Vocabulary		
Arithmetic		
Similarities		
Comprehension		
(Sentences)		
Verbal Score		

PERFORMANCE RESTS	Scaled Scores	
Animal House		
Picture Completion		
Mazes		
Geometric Design		
Block Design		
(Animal House Retest)		
Performance Score		

Comments:

II. BALANCE BEAM

III. Additional Comments:

SDC PP 34 Rev. '68

THE SCHOOL DISTRICT OF CLAYTON PUPIL PERSONNEL SERVICES

Clinician

NAME
Last First Middle

Date of Evaluation

BIRTHDATE SEX

SPEECH EVALUATION

I. ARTICULATION TEST USED:

A. Summary of Errors:

B. Sound Correction under Stimulation: (Item is minus if there is less than 50% correction; list sounds)

1. Isolation:

2. Syllable:

C. Placement on Developmental Scale:

II. ORAL MECHANISM: (Screening: Circle one item below)

A. Lateral Movement on Tongue (15 in 5 seconds is passing) PASS FAIL

B. Vertical Movement on Tongue (12 in 5 seconds is passing) PASS FAIL

C. Abnormal Dentition: Present or Absent

III. AUDITORY DISCRIMINATIONS: (Screening: Circle one) PASS FAIL

IV. GOODENOUGH TEST:

SDC PP 35 Rev. '68

The School District of Clayton

HEALTH CENSUS RECORD

Please fill in all appropriate blanks and return this form to the school within the next three days.

Name of Child ____________________ Grade ________
Last Name First Middle or Initial

Date of birth ____________________ Child's Doctor ____________________
Month Day Year

Has child been enrolled previously in the Clayton Public Schools? ________
If yes, in which Clayton Public School was the child enrolled last? ________

Check diseases which the child has had: (Indicate his or her age at that time)

____ Chicken pox
____ German Measles (3 day)
____ Measles
____ Pneumonia
____ Scarlet Fever
____ Whooping Cough
____ Diphtheria
____ Heart
____ Meningitis
____ Polio
____ Tuberculosis
____ Other serious illness
____ Ear Infection
____ Malaria
____ Mumps
____ Rheumatic Fever
____ Typhoid Fever

Has the child undergone surgery? ____ Type and date ____________________

Is there a history of tuberculosis in the family? ____________________

Does the child have history of convulsions - spasms or epilepsy? ____________________

Does the child have history of asthma or nasal allergy? ____________________

Where is the smallpox vaccination scar located? ____________ Date ________

Has the child been immunized against measles? ____________ Date ________

Has the child been immunized against tetanus? ____________ Date ________

Has the child been immunized against diphtheria? ____________ Date ________

Has the child been immunized against whooping cough? ____________ Date ________

When was the most recent booster immunization? (Date) ____________________

Number of Salk (Polio) vaccine? ____________

Number of Oral Polio Vaccine? ____________

(If the child has not been immunized against smallpox, diphtheria, tetanus, whooping cough and polio it is suggested that you consult your family physician. Immunization against smallpox, diphtheria and Polio is required before child's enrollment may be completed.)

____________ ____________________
Date of Enrollment Signature of Parent or Guardian

SDC HPE 1 "67

THE SCHOOL DISTRICT OF CLAYTON PUPIL PERSONNEL SERVICES

SUMMARY SHEET

Name ______________________________ SCHOOL ______________________________

Birthdate __________ Exam. Date __________ C.A. _____ Developmental Age __________

Examiner ______________________________

Recommendations for Grouping:

Summary of Examination:

Additional Information or Comments:

SDC PP 66 '68

APPENDIX G

SMALL GRANT STEERING COMMITTEE

Sub-Committee on Testing

Recommendations

The Sub-Committee on Testing submits to the Small Grant Steering Committee the following recommendations:

TESTING - Elementary Level

Type	Test	Grade Level	Time	Administered by
Intelligence	Pintner-Cunningham	Kinderg.	Sept.	Pupil-Personnel Staff
	Binet	1	Oct.	" " "
	Otis-Lennon	2 - 6	Fall	" " "
Developmental				
	Copy Forms, Incomplete Man	Kinderg.	Sept.	Kindergarten Teachers
	Monroe	Kinderg.	Sept.	Pupil-Personnel Staff
	Combination Reading and Mathematics Readiness	Kinderg.	Spring	" " "
Achievement	Stanford Battery	1 - 6	March	Classroom Teachers

In addition to the Standardized Testing Program outlined above, the Sub-Committee recommends that new entrants to the Clayton schools (elementary level) be given placement tests to include:

1. The group intelligence test given in the regular testing program
2. The reading and arithmetic sub-tests of the Stanford Achievement Test

APPENDIX G (cont.)
Sub-Committee on Testing

RECORDING

The recording of test results shall be done by the Office of Pupil-Personnel Services. It is recommended that a clerk be employed part-time by the Department of Pupil-Personnel Services to record the beginning kindergarten testing.

It is recommended that for each child in school a notebook be kept containing information regarding his physical, social, emotional, intellectual, and language development. This notebook shall be kept up-to-date by the teachers as the child progresses through the elementary levels. It is further recommended that as much as possible this information will be recorded in the manner of the Kindergarten Evaluation of Learning Potential schedule.

REPORTING

It is recommended that all grades have four reporting periods and that the reporting be organized in the following manner:

Kindergarten through Grade 3

1. First and Third Reporting Periods - reporting will be done through parent conferences. Each teacher will be given three half-days of substitute teacher time each reporting period.

2. Second and Fourth Reporting Periods - reporting will be done through written reports sent to the home. (The nature of this report will be determined by other sub-committees.)

Grades 4, 5, and 6

1. First Reporting Period - reporting will be done through parent conferences for the purpose of gaining information about the child and reporting group placement as well as the child's progress to date. Each teacher will be given three half-days of substitute teacher time for this reporting period.

2. Second, Third, and Fourth Reporting Periods - reporting will be done through written reports sent to the home. The reporting practices should be consistent district-wide.

Further Recommendations

It is recommended that there be developed a notebook of suggested tests for teacher use in assessment or diagnosis.

APPENDIX G (cont.)
Sub-Committee on Testing

It is recommended that parent conferences be held prior to kindergarten entrance in order to obtain a developmental history as well as background information on each child.

It is recommended that tests for the assessment of the development of quantitative thinking be developed and tried by the staff of the Pupil-Personnel Services.

Submitted by the Testing Sub-Committee
Small Grant Steering Committee

APPENDIX H

SMALL GRANT STEERING COMMITTEE

Maryland School Kindergarten

Inventory on Emotions

Child's Name ______________________________ Date __________________

I HAPPY AND SAD

1. Are you happy now? ____ Do you feel o.k.? ____

   Are you comfortable? ____

2. Are you sad today? ____ Are you ever sad? ____

   What does it mean to be sad? ______________________

3. Did you ever see anything sad on TV? _______________

   in a movie? _______________

   in a book? _______________

   What? ____

   Why do you say it was sad? ___________________________

   ____

   Would you be sad if the same thing happened to you? _______

4. Are you happy when you are at school? ________ Always? ________

   Why? ____

5. Are you sad at school? ________ Always? ____ Why? __________

   ____

6. What do you like best at school? ___________ Why? ___________

7. What do you not like at school? ____________ Why? ___________

8. Do you think the other children like you? ____________________

   How can you tell? ____

APPENDIX H (cont.)
Maryland School Kindergarten

9. Do you like the other children? ______
10. Do you like to play with a lot of children at the same time? _____
    Do you like to play with just one or two at a time? _____
    Do you like to play alone? __________ Why? __________________
11. What do you like to do alone? __________________
12. What do you like to do with your best friend? ________________
13. If you like to play with a lot of children, what do you like to do with them? ____
14. Discuss the picture on Page 17 of "Before We Read."

II ANGER

1. Have you been angry today? ____________
2. Are you ever angry? _________________
3. What does it mean to be angry? _____________________________
4. When you feel angry do you let people know about it? ___________
5. How do you know when other people are angry? ________________
6. Do you do those same things to show that you are angry? ________
7. Is it good to be angry? ____________________________________
8. Could a person be angry for an important reason? ____________
9. Is it all right for grown-ups to be angry at children? __________
10. Is it all right for grown-ups to be angry at each other? ________
11. Is it all right for children to be angry at grown-ups? _________
12. Is it all right for children to be angry at other children? _____

APPENDIX H (cont.)
Maryland School Kindergarten

13. Are you ever angry at toys?_____ furniture?_____ machines?______

14. Are you ever angry at animals? ________________

15. What makes you angry the most? __________________________________

III AT HOME

1. How is everybody at your house today? ___________________________

2. Is anybody sick? ____________ Did anybody get sick? ____________

   Today? ______________ When? ____________________

3. Did you have some fun at home? _____________ Ever? _____________

   What did you do? ___________ Today? ___________ When? __________

4. Do you sometimes have fun with your Mother? ____________________

   If so, how? ____

5. Do you sometimes have fun with your Father? ____________________

   If so, how? ____

6. Do you have fun with the other children in your family (if any)?

   ____

   If so, which ones? ____

   How ____

   If not, why not ____

7. Does your whole family have fun together? _____________________

   If so, how? ____

8. What do you have at home that you like? ________________________

9. Is it just for you, or for others too? _________________________

(Last part of this section comes after the section on Fear so as not to end with thoughts of fear.)

APPENDIX H (cont.)
Maryland School Kindergarten

IV FEAR

1. Are you afraid of anything right now? ______________________________

2. Are you ever afraid of anything? ______________________________

    If so, what? ______________________________

3. Have you ever been afraid that you would fall? ____________________

    If so, what were you doing then? ______________________________

4. Have you ever been afraid in a car? ______________________________

    If so, why? ______________________________

5. Have you ever been afraid while crossing the street? ________________

6. Are you afraid to touch fire? ________ Why? ____________________

7. Are you afraid of thunder? ____________ Lightning? ____________

    Tornados __________ Bugs ________ Teachers ____________

    Doctors __________ Police ______ Wild Animals ___________

    Robbers ___________

8. Are you afraid of anything at school? ______________________________

    If so, what? __________________ Why? ____________________

9. Are you afraid of anything on TV? ________ Really afraid? __________.

    Do you like it? ________________

10. Are there such things as ghosts? ___________ Witches? ____________

    Devils? __________ Are you afraid of them? ________________

    Who are they? ______________________________

11. Is there anything that you are afraid will happen to you? ___________

    If so, what? ______________________________

12. Is there anything you are afraid you won't be able to do? ___________

    If so, what? ______________________________

APPENDIX H (cont.)
Maryland School Kindergarten

13. Have you ever been badly hurt? ________ How? ____________________

14. Have you ever been hurt by an animal? ____________________

A Machine? ____________ A Grown-up Person? ______________

Another Child? ____________________

YOUR TEACHER IS YOUR FRIEND AT SCHOOL.

V AT YOUR HOUSE

1. Do you like your house? ____
2. Is there anything you don't like about the furniture? ____________

The Rugs? ________ The Curtains? _______________

Doors? __________ TV? __________ Record Player? __________

Windows __________ Kitchen? ________ Basement? __________

3. Does your home have an attic? ______________________________

If so, have you been in it? ________ How do you like it? ______

4. Does your house have a back yard? __________ Fence? __________

Trees? ____________________ Flowers? ____________________

5. What do you like (or not like) about your yard? ______________
6. Does anybody live at your house who is not a member of your family?

____

7. If so, who? ____

THE END

STUDENT

SELF-EVALUATION REPORT

Describe how you think you did this year. For example, where did you do your best work? Where did you have difficulties? What do you think you will want to work harder on next year? What are the things that you like best to do in school? What are the things that you do not like to do in school?

* * *

GRADE ________ NAME ____________________________ DATE ____________

Student writes in the following space

*Retain in student's folder

FRANKLIN M. FOOTE, M.D., Dr.P.H. (1969)
State Commissioner of Health
Hartford, Connecticut 06010
Vice Chairman

JAMES V. MOON, Ph.D. (1969)
Superintendent of Schools
Rochester, Minnesota 55901
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WALLACE ANN WESLEY, Hs.D.
American Medical Association
Chicago, Illinois 60610
Area Code 312 527-1500
Secretary-AMA Liaison

Joint Committee on Health Problems in Education
(Founded 1911)
OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION

July 12, 1968

Mr. William D. Hedges
Curriculum Coordinator
The Board of Education
7530 Maryland Avenue
Clayton, Missouri 63105

Dear Mr. Hedges:

As Secretary of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, I carry the responsibility of granting persons permission to reproduce our materials and check publications. This letter is to grant you the permission requested in your letter of June 20 provided you understand and follow the recommendations on the attached sheet. We shall expect the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association to receive proper credit in the reproductions. I shall appreciate receiving a Xerox copy of the material directly related to the use of the growth charts.

I am glad to be of assistance to you. As you noted from the postcard you received from my office, the delay resulted from my having been in the field on association assignment.

Sincerely yours,

Wallace Wesley

Wallace Ann Wesley, Hs.D.

WAW:mrg-11
Encl.

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THE BOARD OF EDUCATION *The School District of Clayton*
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June 20, 1968

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Gentlemen:

This is to request permission to include copies of your Height Weight Interpretation Folders for Boys and Girls as an Appendix in the final report I am making to the United States Office of Education. This report is for a Small Grant Project on Reporting Systems for Primary Schools. I would like to include an original chart (Boys and Girls) in each copy of my report.

If permission is granted, I would appreciate your signing below to indicate approval of this request.

Sincerely yours,

William D. Hedges
Curriculum Coordinator

I hereby grant permission for the use with proper credit and other stipulations of the Height Weight Interpretation Folders for Boys and Girls as an Appendix as requested.

Wallace Wesley H.S.D.
Signed

July 11, 1968
Date

OE 6000 (9-65)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.
ERIC DOCUMENT RESUME

DATE OF RESUME 7/68

1. ACCESSION NO.
2. ERIC SATELLITE CODE
3. CLEARING HOUSE CONTROL NO.

4. SOURCE The School District of Clayton, 7530 Maryland Avenue
Clayton, Missouri.

5. TITLE Development and Implementation of a Comprehensive Evaluation and Reporting System for Kindergarten and Primary Grade Schools. Project No. 6-8562. Final Report 4/67 - 6/68

6. AUTHOR(S) Hedges, William Denew and Kane, Elmer R.

7. DATE 7/68
8. PAGINATION 68
9. REFERENCES 10

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Evaluation and Reporting System for Elementary Schools

13. EDITOR(S) Hedges, William D.

14. PUBLISHER The School District of Clayton, Clayton, Missouri

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TYPE OF RELEASE

15. ABSTRACT (250 words max.)

Purpose: To develop and field test a comprehensive evaluation and reporting system for kindergarten and primary grade children. The reporting system, as developed was also to be easily adaptable to the upper elementary grades.

More specifically, the reporting system was to (1) reveal most aspects of the child's background and development pertinent to school success, (2) be diagnostic in its orientation, (3) relate clearly to means for prescribing the education tasks which the child should have, (4) report growth over time in a clear and reasonably practical manner, and (5) be sufficiently informative and meaningful to parents that the usual A, B, C type of school report card might be eliminated.

Procedure and Methodology: The use of consultants from a number of disciplines as anthropology, sociology, early childhood education, special education, pediatrics and reading to work with a faculty steering committee.

Results: The result consists of two documents (A) a comprehensive folder enabling data collection on the social, emotional, academic and physiological facets of each child's development and (B) two reporting forms to be mailed home to parents at periodic intervals during the year. In addition, procedures for using (A) and (B) above are described. Examples of all forms produced are included in the appendix of the final report.

Conclusion: The A,B,C type of normative reporting system has no place in the primary and elementary grades for it forces comparisons of children vastly disparate in academic aptitude. Instead, the reporting system should be diagnostic in orientation and enable parents and teachers to have a great deal of information at their disposal about each child.

16. RETRIEVAL TERMS (Continue on reverse)

Report Card
Grade Reporting
Evaluation
Testing
Parent Conferences
Teacher-Parent Conferences
Achievement

Home-School Relations
Letter Grades

17. IDENTIFIERS

Figure 3. ERIC Document Resume